



# **Study on the Contribution of Sport to the Employability of Young People in the Context of the Europe 2020 Strategy**

*Final report*

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## Glossary

**Employment.** Remunerated exercise of activities covering whatever form of labour or work regulated under national law or in accordance with established practice for or under the direction and/or supervision of an employer (based on Council of Europe, 2009).

**Employability.** This term encompasses a complex relationship between a set of individual attributes (soft skills, hard skills) and the general needs of the labour market. According to Cedefop (2011), the term refers to a combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during their career.

**Hard skills.** Identifiable and measurable skills, such as academic or vocational qualifications, technical or job-specific knowledge and work experience.

**Mentoring.** Mentoring refers to a youth worker/coach approach which works through initial befriending and integration, diagnosing of strengths and weaknesses, identifying personal goals and assisting personal development, maintaining participants' commitment to the programmes and mediating entry to the labour market. In some programmes mentoring support continues after participants leave the programme. Pawson (2006) developed a mentoring programme theory for programmes for at-risk youth, which informed this research.

**One size fits all programmes.** Programmes which provide a standardized content for all participants.

**Perceived self-efficacy.** Participants' level of confidence in their own ability to achieve designated goals and to overcome disappointments. Self-efficacy beliefs are central to personal development because they determine how people feel, think, motivate themselves and behave (Bandura, 1994)

**Personal learning plan.** Formal learning plans that have been specifically designed with individual participants to direct their development and to provide a basis for monitoring their progress.

**Plus Sport/Plus Sport programmes.** Programmes in which sport is used as a 'fly paper' to attract young people to programmes in which much of the developmental work is undertaken via a range of non-sporting activities and the employability focus is emphasised in all activities.

**Sport for change/Sport for development.** Sport-based programmes aimed at achieving personal and social developmental objectives. Rather than representing stand-alone sport or youth programmes, these initiatives often address more general cultural, social and educational challenges young people are facing. In this context there are increasing attempts to facilitate the transition from education and training to the labour market.

**Sport for employability programme/sport and employability programme.** Programmes are concerned with the development of soft and hard or job-related skills, supported by (formal) workshops on social and employability skills plus support for developing interview techniques and CV writing. It is presumed that participation in sport and workshops leads to the development of a range of personal and social skills which are similar to those defined as central components of employability and which employers are looking for in employees.

**Self-selection.** Open access programmes in which participants choose to enrol without formal selection criteria.

**Socio-pedagogical coaching style.** A coaching style which is used to develop the social skills deemed to be central to personal development and employability.

**Soft skills or transversal skills.** Behavioural characteristics and elements of an individual's personality, values and attitudes. Soft skills include such elements as: teamworking, reliability and time management, problem solving, emotional intelligence, high motivation and ambition, personal presentation and dress.

**Youth sport coaching.** A youth-centred coaching style which primarily focuses on sport technical progress of young athletes.

**Sport Plus/Sport Plus coaching.** The use of sport to establish positive social relationships and develop social skills. A Sport Plus approach uses sport to attract participants, via sport programmes in which sport is viewed as the activity-based learning medium. However, sport is complemented by other, more formal, educational components to ensure the achievement of desired learning outcomes.

**Sport Plus 1/Sport Plus 1 methodology or organisation.** Methodology or organisations which are based on the use of sport for relationship building and for the experiential learning of soft skills (e.g. teamwork; perceived self-efficacy; communication) with additional formal social and employability skills workshops and support for developing interview techniques and CV writing. While sport may be used to establish positive social relationships and develop social skills, there is no systematic and conscious attempt to integrate and support and reinforce the issues addressed in the workshops via sporting practice.

**Sport Plus 2/Sport Plus 2 methodology or organisation.** Methodology or organisations which also use sport to establish positive relationships, but there will be mutually reinforcing relationships between sport participation and social skill workshops. The issues dealt with in workshops are illustrated and formally re-enforced via sports practice. There is a more systematic emphasis on the relevance of all activities to employability than in a Sport Plus 1 programme.

**Youth work approach.** Actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning (European Commission, 2017).

## **Abstract**

This study investigated sport's contribution to the employability of young NEETs in the context of the Europe 2020 strategy. Its aim was to identify the key components needed to effectively produce outcomes in sport for employability programmes. An in-depth investigation was conducted of 10 selected case study organisations in 8 different European Member States. A theoretical framework provided the basis for data collection and analysis. In total, 85 in-depth interviews in 4 different languages were conducted with programme designers, social workers, sport coaches, participants and former participants. Documents, field notes and follow-up interviews provided more understanding of the complexity of the workings of each case study organisation and their programme. A generic 'programme theory' for optimal sport for employability programmes was then developed which identified the key components, mechanisms, relationships and a presumed sequence of causes and effects. Because of its normative nature, the theory serves as a set of guiding principles and recommendations. It can be used as a robust basis for monitoring and evaluation of existing programmes, as well as to optimise design and implementation of future initiatives. Insights from this study also provided the basis for a number of policy recommendations.

## **Abstract in French**

Cette étude a examiné la contribution du sport pour l'employabilité des jeunes déscolarisés et sans emploi (NEETs), dans le cadre de la stratégie Europe 2020. Elle a eu pour but d'identifier les éléments clés nécessaires afin d'obtenir, de manière efficace, des résultats au sein des programmes d'employabilité du secteur sportif. Une enquête détaillée a été effectuée auprès de 10 organisations, choisies comme études de cas, au sein de 8 États membres différents. Un cadre théorique a servi de base pour la collecte et l'analyse des données. Au total, 85 entretiens approfondis ont été effectués dans 4 langues différentes avec des concepteurs de programmes, des travailleurs sociaux, des entraîneurs sportifs, des participants et des anciens participants. Des documents, notes de terrain et interviews de suivi ont fourni une vue plus détaillée sur la complexité du travail des organisations et de leurs programmes. A partir des programmes, une « théorie » générale a été ensuite développée pour un sport optimal pour les programmes d'employabilité; cette théorie a identifié les éléments essentiels, les mécanismes, les relations et une séquence présumée de causes à effets. En raison de son caractère normatif, la théorie représente une collection de principes fondamentaux et de recommandations. Elle peut être utilisée comme une base solide pour le contrôle et l'évaluation des programmes existants, mais aussi pour optimiser le design et la mise en œuvre des initiatives futures. Enfin, les réflexions mises en avant par cette étude ont également servi de base pour un certain nombre de recommandations politiques.

## **Abstract in German**

Diese Studie untersuchte den Beitrag des Sports zur Beschäftigungsfähigkeit junger NEETs im Kontext der Strategie Europa 2020. Ziel war es zu identifizieren, welche Schlüsselkomponenten erforderlich sind, um effektive Ergebnisse in Programmen „Sport für die Beschäftigungsfähigkeit“ zu erreichen. In 8 verschiedenen europäischen Mitgliedstaaten wurde eine eingehende Untersuchung von 10 ausgewählten Fallstudien-Organisationen durchgeführt. Die Datenerhebung und -analyse basierte auf einem theoretischen Rahmen. Insgesamt wurden 85 Tiefeninterviews in 4 verschiedenen Sprachen mit ProgrammdesignerInnen, SozialarbeiterInnen, SporttrainerInnen, TeilnehmerInnen und ehemaligen TeilnehmerInnen durchgeführt. Dokumente, Feldnotizen und Follow-up-Interviews lieferten ein besseres Verständnis für die Komplexität der Arbeitsweise jeder Fallstudien-Organisation und ihres Programms. Daraus wurde eine generische "Programmtheorie" für optimale Programme „Sport für die Beschäftigungsfähigkeit“ entwickelt, die die Schlüsselkomponenten, Mechanismen, Beziehungen und eine vermutete Folge von Ursachen und Wirkungen identifizierte. Die Theorie dient aufgrund ihrer normativen Charaktere als eine Sammlung von Grundprinzipien und Empfehlungen. Es kann als robuste Grundlage für das Monitoring und Evaluation bestehender Programme sowie zur Optimierung der Konzeption und Umsetzung zukünftiger Initiativen eingesetzt werden. Ergebnisse dieser Studie lieferten auch die Grundlage für eine Reihe von politischen Empfehlungen.

# Study on the contribution of sport to the employability of young people in the context of the Europe 2020 strategy

## Executive summary

### Introduction

This study, commissioned by the European Commission and the Executive Agency for Education, Audiovisual and Culture, investigates sport's contribution to the employability of disadvantaged young people in the context of the Europe 2020 strategy. **This study aims to identify the key components needed to effectively produce outcomes regarding the employability in sport-based interventions for young people.**

Additionally, the following questions were formulated:

- *What policy measures/recommendations, legislations and initiatives can currently be found in the EU Member States and what are good practices in use?*
- *What evidence is there to demonstrate that practices are effective?*
- *What recommendations can be addressed to different stakeholders?*

### Employability

There are two broad perspectives on the nature of 'employability' – one which emphasises more narrowly defined 'hard', or job-related, skills such as vocational education; and another that relates to a more general emphasis on 'soft skills' ('transversal skills'), which are personal attitudinal and behavioural attributes. Although these perspectives are complementary, employers have increasingly identified the lack of soft skills as an obstacle to employment. While not always defined precisely, the soft skills tend to be those traditionally associated with sport – teamwork, communication, time management, problem solving, leadership, commitment and motivation. However, there is limited evidence as to the success of programmes in developing such skills solely through sport. It is also unlikely that sport alone can address a variety of potential environmental obstacles to increasing employability and employment, such as unsupportive family situations or lack of local employment opportunities. Literature shows that programmes need to be '*Sport Plus*', where sport is used to establish positive social relationships and develop certain social skills. This is complemented by other more formal, educational components which develop and reinforce systematically core elements of employability.



## Mapping the field

To map sport and employability programmes in Europe, a promotional campaign using targeted e-mails and several surveys was launched to map existing programmes with the aim to collect general data on the characteristics of specific sport and employability programmes. These characteristics were used as selection criteria to identify sport and employability programmes which corresponded well with the aim of the study. This procedure first provided a list of 22 organisations, which afterwards resulted in a final selection of 10 cases from 8 different European Member States. Additionally, via a short open-access survey, information on policy measures relevant to sport and employability from 7 EU Member States was collected. Among other things, this related to sport-based developmental initiatives in collaboration with the sport sector; inclusive policies towards lower level qualifications and support for local collaboration with job centres.

## Case study research

An in-depth investigation was conducted of the following 10 selected sport and employability organisations: *Albion in the Community* (UK); *Bewegen naar werk* (NL); *CAIS* (PT); *Oltalom Sport Association* (HU); *Rheinflanke* (DE); *Sport dans la ville* (FR); *Sport 4 Life* (UK); *Start2* (BE); *Street League* (UK); *UFEC/INSERsport* (ES). In total, 85 on-site in-depth interviews in 4 different languages were conducted with programme designers, social workers, sport coaches, participants and former participants for each of the selected organisations. Documents, field notes and follow-up interviews provided more understanding of the complexity of the workings of each organisation and their programme. A theoretical sport and employability framework, based on previous similar research, provided the basis for data collection and analysis. The approach used was based on a '*programme theory*' perspective which seeks to identify the components, mechanisms, relationships and sequences of causes and effects which are presumed to lead to desired impacts on participants and subsequent behavioural outcomes. The framework included the following programme theory elements: *methods of recruitment of participants; nature of participants; role of sport; social relationships and social climate; employability focus; outcomes and impacts of the programme.*

## Conclusions

Based on the analysis of the workings of the 10 selected organisations and findings reported in the literature, a '*generic programme theory*' for sport for employability programmes was then developed (see Figure). The following key elements were distinguished:

1. The use of sport as a means to attract targeted participants and establish meaningful relationships between providers and participants

Free sport as part of an employability programme is an important reason why many young people become involved. A targeted approach focussing on attracting a specific group of youth (in most cases NEETs) has the advantage that potential participants are more aware of the actual purpose of their involvement. Besides sport's appeal, the more informal context of interacting during and after sport activities also provides opportunities for staff members to build meaningful relationships with young people based on mutual respect and trust.

2. Social Climate: a safe and secure environment for development

The type of social climate that is created from the start and continued throughout the programme is an essential mechanism in establishing meaningful relationships between staff members and participants and, when done properly, will serve to construct a safe, supportive and inclusive environment for the development of participating youth. Staff members see their relationship with young people as 'amicable, but professional', which enables participants to talk openly and confidently about their personal life and their strengths and weaknesses. In their approach, which is in essence a youth work approach, they encourage independence and enable participants to deal with relevant issues.

3. Individual needs assessment

Formal needs assessment will help to provide more insight into participants' personal circumstances and constraints, as well as the nature of their employability skills. In order for young people to better understand their own level of employability, a mentoring or guidance approach that stimulates self-reflection, self-awareness and ambition is a critical factor for success. Joint assessment with staff can improve youth's understanding of the impact of personal and socio-cultural barriers they feel they face when trying to secure employment. It can allow them to get a realistic view of how far they are away from successfully entering the labour market and to identify their individual developmental needs.

4. Individual learning plans

A planned and tailored approach is required to give the programme a clear and agreed structure and a set of clear goals related to participants' personal development and employability level. The use of an individual learning plan will not only help participants to better understand how and when these goals can be achieved, it will also make them more aware of their own role and responsibility in the learning process. A key element for this is the requirement that participants need to be self-reflective regarding their strengths and weaknesses, as well as with regard to the level of progress they are making during the different stages of the programme.

5. Workshops

One of the core elements of a Sport Plus programme consists of the delivery of workshops on a range of soft/employability skills to small groups of participants. During these workshops, different issues and

soft skills are systematically addressed and discussed in relation to such issues as: understanding of others, personal responsibility, teamwork, time management, conflict management, communication skills, perceived self-efficacy, problem solving, focus/direction, ambition, motivation, initiative and leadership skills. The approach to learning that is used for the workshops is aimed to develop critical self-reflection and self-development.

6. Validated qualifications

These qualifications, which are often externally reviewed and awarded, are mainly in basic levels of sport leadership and training and mostly develop generic organisational and planning skills. The emphasis is on learning by doing and reflecting on the experience via workbooks. It provides a means to experience a sense of achievement and to show participants' level of planning, organisational and communication skills plus work discipline. Again, critical self-reflection is a key mechanism within this approach. In addition, acquiring validated qualifications contributes to participants' CV building and can, in some cases, also lead to opportunities for employment or provides the basis for volunteering within some organisations.

7. Sport Plus 2

Apart from using sport as a means to attract youth and to establish meaningful relationships with staff and develop certain social skills, it is also used to support and reinforce issues that have been addressed during the employability workshops. It also provides a context for delivering practical elements of the validated qualifications. A key characteristic of the Sport Plus 2 approach is that the issues dealt with in the workshops are illustrated and formally re-enforced via sport practice. We have labelled it as Sport Plus 2, to make a clear distinction with Sport Plus 1 where there is no systematic and conscious attempt to integrate and reinforce the issues addressed in the workshops in the sport programme.

8. Work experience

To increase participants' understanding of what it means to be employed and to self-assess the extent to which they are equipped with the proper skills to be introduced to the world of work, it is an essential element in programmes to provide opportunities for participants to have work experiences. The provision of real work experience opportunities will only be available if there are well-established links with employers who are willing to offer these opportunities to the type of participants enrolled in the programme. Here too, an approach where self-reflection and self-assessment by participants is organised will facilitate the learning process.

9. Outcomes which strengthen employability skills

Organisations with an employability-focus will largely emphasise the development of employability-relevant soft skills. These skills relate to perceived self-efficacy; communication skills; conflict management; problem solving; leadership skills; focus and ambition. Again, a key

mechanism to this development is the use of a critical self-reflective approach.

#### 10. Preparation for employment

For those organisations that focus on employment for their programme graduates, there is a need to go beyond the development of soft/employability skills and to prepare young people for entry into the labour market. This involves training and guidance from a job coach in interview techniques (e.g. through 'mock' job interviews), CV writing and assistance in job searching. It also requires more work experience and work placement.

#### 11. Employment or education: ongoing support

While other types of impact remain an option (such as seeking work without assistance; being referred (back) to job agencies or remaining unemployed), organisations adopting the approach outlined above, will be most likely to find their programme graduates either in employment or further education. As transition to actual employment remains a challenge for many programme graduates, organisations may need to provide support after obtaining employment.

In addition, there is an emphasis on the delivery of specific mentoring or guidance styles according to the various components and mechanisms of the programmes (i.e. 'befriending', 'direction-setting', 'coaching' or 'sponsoring'). All of these mechanisms have been found to be effective in practice. The organisations that have been investigated in this study, have incorporated these components and mechanisms in varying degrees, although some organisations have more in common with the generic programme theory than others. This theory, which is normative in nature, can be used as a robust basis for monitoring and evaluation purposes. It offers the basis for a formative evaluation which can contribute to the improvement of interventions.

## Recommendations

The described components, mechanisms and relationships outlined in the generic programme theory, provide a set of guiding principles/recommendations for organisations that want to deliver sport and employability programmes for NEETs. Insights can also serve as a basis for the following general policy recommendations:

#### 1. Develop a general Sport Plus coaching methodology

In order to deliver developmental Sport Plus sessions, specific coaching expertise is needed which goes beyond 'traditional' youth sport coaching – as there is a need to take the participant's needs as the starting point, rather than 'sport'. The EU could work towards developing a Sport Plus coaching methodology and curriculum. In order to do so, it is advisable to collaboratively work with institutes and organisations delivering education for sport coaches and for youth/social workers.

2. Increase awareness of the relevance of systematic monitoring and evaluation (M&E) for sport and employability programmes and facilitate knowledge dissemination of M&E

There is not only a need for a better understanding among organisations regarding measuring soft/employability skills, but also to be able to define more precisely what type of impact they aim for. The EU could consider to work towards developing a general M&E toolkit for sport for employability programmes, including guidance on how to define soft skill developmental outcomes and impact; a set of validated tools for impact measurement of these skills, as well as information on how to administer and analyse the measures.

3. Facilitate access to validated qualifications for participants of sport and employability organisations

Educational institutes that deliver validated qualifications (focussing on organisational and planning skills) could facilitate inclusion of these courses for participants of sport and employability organisations. Member states could encourage the development of local networks between sport and employability programmes and providers of relevant validated qualifications.

4. Recognise the importance of local partnerships between sport and employability programmes and others

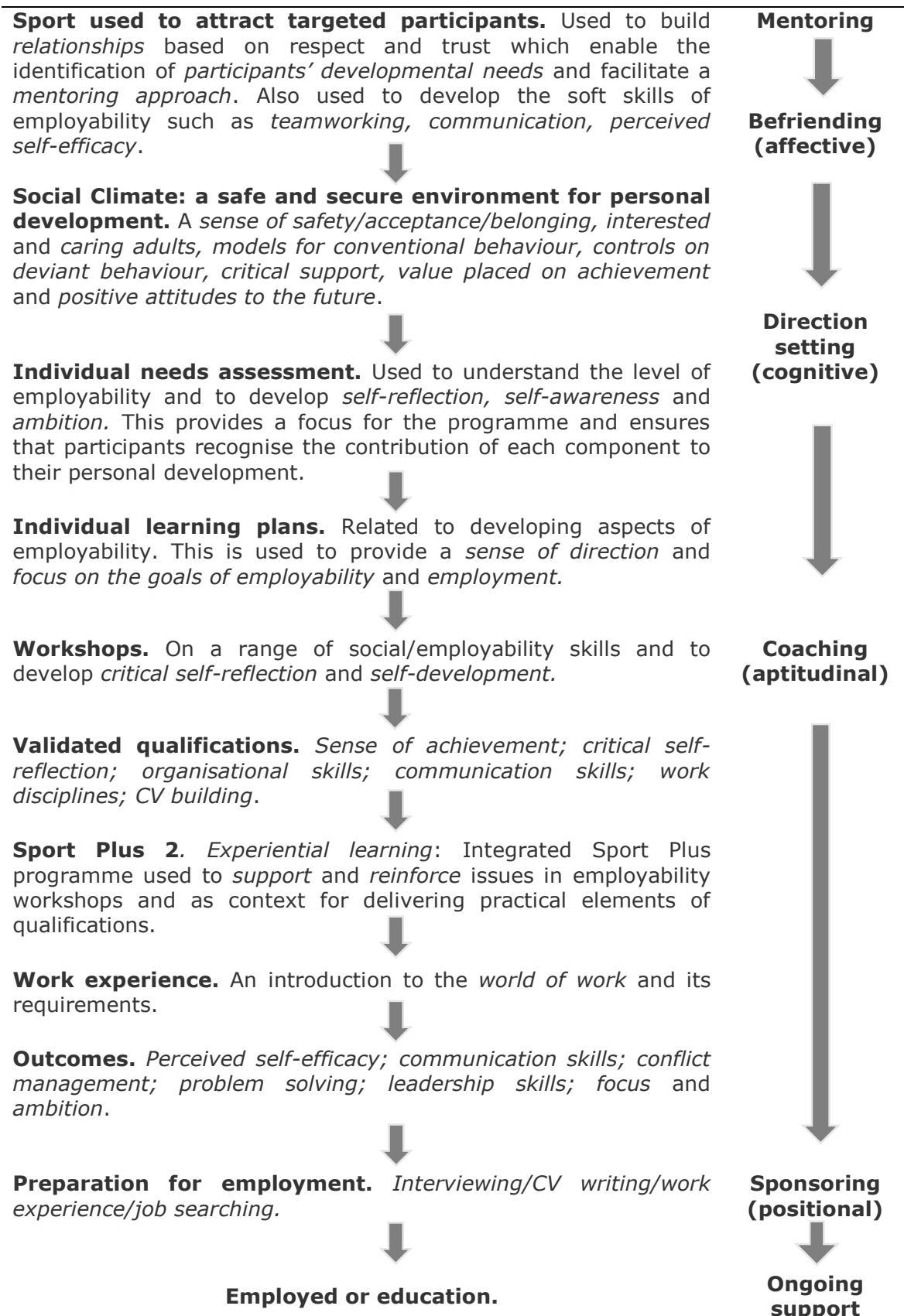
It is recommended that national authorities and programme funders emphasise the need to include relevant local partnerships in the context of sport and employability initiatives with, among others, local employers, schools, referral agencies and youth organisations.

5. Encourage knowledge transfer and sector development

Member states could make use of the generic programme theory as a guiding framework to support new initiatives and optimise existing ones in relevant policy domains (e.g. employment, education, welfare, youth work and sport).

6. Recognise the contribution that can be made by sport to other policy domains

National governments could raise awareness of the potential of sport and employability programmes to various policy domains (employment, youth, education, ...) and to relevant stakeholders (e.g. public employment services).



## 1. General Introduction

Society at large shares a widespread trust in the 'good of sport'. This trust goes beyond sport's recreational benefits and its contribution to physical health enhancement. As one of today's most visible social phenomena, sport is - to an increasing extent - associated with a variety of personal and societal outcomes clearly exceeding the sport context. Among other things, active involvement in sport has been associated with improved 'life skills', moral reasoning and educational performance (e.g. Kay, 2009). For example, the European Commission refers to sport as: "*... a growing social and economic phenomenon which makes an important contribution to the European Union's strategic objectives of solidarity and prosperity*" (European Commission's White Paper on Sport, 2007). But despite these high expectations, the cumulative evidence base for sport's personal and societal impact remains very weak (e.g. Long & Sanderson, 2001). The comment that much social policy intervention can be characterised as "*ill-defined interventions with hard to follow outcomes*" (Pawson, 2004), has been used by a growing number of researchers to illustrate the policy rhetoric of sport's wider social role (Coalter, 2007).

Today, sport is used in a wide array of intervention programmes aimed at achieving developmental objectives. These sport-based intervention programmes, labelled as 'sport for development' or in short 'SFD', often target at-risk youth. SFD programmes can be found in most European countries and are supported by a transnational social agenda, as well as by national and local social inclusion policies. Rather than representing stand-alone sport or youth programmes, these initiatives often address more general cultural, social and educational challenges young people are facing, thereby to a growing extent also attempting to facilitate the transition from education and training to the labour market.

At the EU-level, the policy focus on the supply side of employability is articulated in the 'Europe 2020 Strategy' (2010) for "*smart, inclusive and sustainable growth*". One of Europe 2020's flagship activities, is its agenda for new skills and jobs designed to assist labour market transitions. More recently, the 'Youth Guarantee' and the 'Youth Employment Initiative' (YEI) drew lessons on how to improve the EU and national efforts on deploying national Youth Guarantee schemes. In June 2016, the 'New Skills Agenda for Europe' launched specific action to equip people in the European Union with the appropriate skills to find a job. Besides the call to the EU Member States, social partners and other partners to work together to strengthen the skills of the people in Europe, the European Commission proposed different actions to strengthen human capital and employability.

### Outline of the study

The present study, commissioned by the Education, Audiovisual and Culture Executive Agency (EACEA) of the European Union, investigates sport's contribution to the employability of young people in the context of the Europe 2020 strategy. The study was aimed to address the following research question:

*“What are the key components needed to effectively produce outcomes regarding the employability in sport-based interventions for young people?”*

Additionally, the following questions were formulated as well:

- *What policy measures/recommendations, legislations and initiatives can currently be found in the EU Member States and what are good practices in use?*
- *What evidence is there to demonstrate that practices are effective?*
- *What recommendations and plans for strategic actions can be addressed to different stakeholders?*

## **Timeframe**

The study started on 18 May 2016 and ended on 17 June 2017 (13 months). The study consisted of three specific phases:

- 1. Literature review; mapping the field of sport and employability initiatives in the EU and selection of practices**
- 2. Case study research of selected practices**
- 3. Formulation of recommendations and knowledge dissemination.**

Table 1 provides the timeframe of the different work packages.

*Table 1: Timeframe of the different work packages.*

WP	M <sub>1</sub>	M <sub>2</sub>	M <sub>3</sub>	M <sub>4</sub>	M <sub>5</sub>	M <sub>6</sub>	M <sub>7</sub>	M <sub>8</sub>	M <sub>9</sub>	M <sub>10</sub>	M <sub>11</sub>	M <sub>12</sub>	M <sub>13</sub>
1.1													
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**WP 1.1 Literature review and document analysis.** Review and analysis of relevant academic and policy related publications and documents on sport and employability.

**WP 1.2 Mapping the field in the EU.** An inventory of sport and employability programmes in the EU, collected through online questionnaires.

**WP 1.3 Selection of practices.** Case studies were selected based on programme characteristics. These criteria were based on the output and efficiency criteria of sport and employability programmes as mentioned in the second survey for programme providers. Additionally, programme characteristics of each case were discussed by the researchers before the final selection.



**WP 2.1 Case study research.** Case study research was conducted of 10 selected sport and employability programmes from 8 different EU Member States.

**WP 3.1 Workshop.** The workshop was organised on 20 March 2017 in Brussels. 27 participants, representing the selected cases of the study, the employment sector and employment services, discussed a framework on sport and employability that was presented, as well as a number of relevant topics (for a detailed description see Annex 1).

**WP 3.2 Recommendations.** Conclusions and recommendations were discussed during various meetings with the members of the research group during the final stages of the research project.

**WP 3.3 Reports, deliverables and other documents.** The preliminary report has been delivered and the final report has been produced, as well as various deliverables and other documents as requested by the Contracting Authority. The final report contains all the collected data in detail. As these data are qualitative in nature, they are presented in word-format and not in an Excel table as stipulated in the Call for tender.

Next is a detailed description of the activities of each of the three stages.

### **1.1 Literature review; mapping the field of sport and employability initiatives in the EU and selection of practices**

**Literature review.** The literature review has focused on the definitions of the core concepts for this study, that is 'employability' and 'employment'.

#### **Employability and employment**

Any discussion of employability must start with a recognition of the distinction between various personal attributes which can be taken to indicate employability and employment – the obtaining of a paid occupation. While programmes may improve the mix of values, attitudes and skills which constitute an individual's employability, most cannot guarantee subsequent employment, especially in an era of widespread high youth unemployment. Spaaij, Magee and Jeanes (2013) contend that the broader impact on employment of such programmes is limited because it is strongly affected by external factors – the nature of the accessible local job market, employers' attitudes to particular types of individual in a labour market experiencing over-supply and grade inflation, parental factors and home support. Such considerations have significant implications for the development of appropriate performance measures for such programmes, as ensuring employment for participants depends on range of factors which are often beyond their control.

## What is employability?

The nature of 'employability' is increasingly subject to debate because of a number of interconnected factors:

- The changing structure of increasingly post-industrial economies, as new technologies and industries change the nature of employment-related skills.
- High levels of youth unemployment.
- The need for a more flexible labour market, with the growth of part-time working and the reduction of life-long job security.

The term 'employability' seeks to encompass a complex relationship between a set of individual attributes and the rather general needs of the labour market. Consequently, it is not surprising that there is a variety of definitions. However, despite the complexity and ambiguity of the concept there are common, if rather abstract, themes:

*"...a person's capability for gaining and maintaining employment. For individuals, employability depends on the knowledge, skills and abilities they possess, in addition to the way they present those assets to employers"* (Wikipedia)

*"...the combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during a career"* (Cedefop, 2011: 46)

*"...a set of skills, knowledge, understanding and personal attributes that make a person more likely to choose and secure occupations in which they can be satisfied and successful"* (Dacre Pool & Sewell, 2007: 280)

*"...a set of achievements - skills, understandings and personal attributes - that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy"* (Yorke & Knight, 2006: 3)

Within this rather vague set of definitions of employability, two broad perspectives can be identified:

- **Hard skills.** Employability is defined in terms of the possession of technical, job-related, 'skills'. This reflects governments' 'skills agenda' in which skill shortages, skill gaps and skill under-utilisation are viewed as key issues confronting businesses and the changing nature of employability. This perspective assumes that employability is a characteristic of individuals' set of identifiable and measurable skills, such as academic or vocational qualifications, technical or job-specific knowledge and work experience.
- **Soft skills.** The second perspective views the hard skill approach as too narrow and emphasises 'softer' personal qualities, attitudes and attributes. 'Soft skills' (also referred to as 'transversal skills') are viewed as including behavioural characteristics and elements of an individual's personality, values and attitudes. Soft skills include such elements as: teamworking, reliability and time management,

problem solving, high motivation and ambition, personal presentation and dress. Rather than simply skills for employment, employability may instead be described as a "*(multi-faceted) characteristic of the individual*" (Yorke, 2006: 8). The appeal of sport as a vehicle for the development of employability is that it is presumed that participation in sport leads to the development of a range of personal and social skills which are similar to those defined as central components of employability and which many employers find lacking.

While protagonists tend to view these two perspectives as representing different philosophies – hard skills with a narrow concentration on employment and soft skills concentrating on personal development - they are complementary. However, in the main, sport-for-employability programmes tend to be concerned with the development of soft skills, reflecting traditional assumptions about the positive impact of sports participation.

### **How do employers define employability?**

Gillinson and O'Leary's Demos (2006) report, Working Progress: How to reconnect young people and organisations, found a widespread concern among employers about the lack of 'soft skills', or 'intangible' personal qualities, such as the ability to work in teams, communication skills, ability to be creative. Although job-specific skills remained important, the widespread lack of such soft skills made it difficult to fill all positions. In a later 'Confederation of British Industries' survey (2011) more than two thirds of 566 employers viewed the lack of 'employability skills' as a significant problem. This 'skill deficit' related largely to a range of soft skills: self-management, time management, critical self-reflection, teamworking, problem solving, communication and literacy.

Within this context there is a variety of broadly similar lists of employers' definitions of employability skills. For example, the UK National Careers Service website states that employers are looking for a variety of personal qualities such as:

- Communication
- Decision-making
- Showing commitment
- Flexibility
- Time management
- Leadership skills
- Creativity and problem-solving skills
- Being a team player
- Accepting responsibility
- Ability to work under pressure

A study of more than 500,000 job advertisements by the job search company Adzuna (reported in Benedictus, 2013) found that the top attributes required in advertisements were:

- Organised
- Communication skills
- Motivated
- Qualified
- Flexible
- Degree
- Commitment
- Passionate
- Track record
- Innovative

Two of these attributes are qualifications and a degree and these can be regarded as being modified by the point of entry – they will be less important for unskilled occupations. However, the other eight attributes serve to emphasise the central importance of 'soft skills' and personal qualities.

A model developed by Dacre Pool and Sewell (2007) relates to graduate employability, but it contains a variety of generic skills and attributes and illustrates that employability needs to be regarded as a mixture of (relevant) qualifications, technical knowledge and 'softer skills'. They describe the essential components of employability as being:

- Degree subject knowledge, understanding and skills. This can be interpreted as varying depending on the entry point to the job market. For example, some of the sport-for-employability programmes provide remedial maths and English and one had a basic educational entry qualification.
- Generic skills: analysis skills, time management, working with others, communication skills and working under pressure.
- Emotional intelligence: the capacity to recognise personal feelings and those of others and to build personal relationships.
- Career development learning.
- Work and life experience.

The combination of generic skills and emotional intelligence seem to constitute the soft skills components of employability. Dacre Pool and Sewell (2007) suggest that if individuals have opportunities to access and develop these components and to reflect on their development, they will gain in self-esteem and perceived self-efficacy, which are also crucial components of employability and, again, often associated with participation in sport.

## **Enhancing employability: examples of interventions**

In addition to such survey-based lists of employer requirements, research has also been undertaken to evaluate the effectiveness of programmes aimed at enhancing employability amongst young people. For example, Cedefop's (2011, 2013) studies of educational and vocational training providers across Europe identifies the following key components of programmes:

- Offer a variety of different education and training options, with flexible approaches and pathways.
- Create attractive environments and learning methods in order to engage individuals.
- Tailor programmes to individual learner needs. This is particularly beneficial for those who require additional support, such as early school leavers with few or no qualifications, ethnic minority groups, people from disadvantaged backgrounds, migrants, people with learning difficulties and/or disabilities.
- Undertake an initial assessment of an individual's work-readiness, including learning needs. Making people's knowledge, skills and competences visible can raise their self-esteem and provide them with an incentive for further learning.
- Provide work-based training programmes and learning opportunities, such as apprenticeship schemes, provide people with a realistic insight into the world of work and its requirements and norms. Also, necessary to help people to develop practical job-seeking skills (interviews, CVs) and to provide practical help for job searching.
- Focus on key competences critical for employment and on job-specific knowledge.
- Develop entrepreneurial attitudes through early contact with the world of business, learning how to develop and carry out projects or setting-up and running student mini-companies.

## **The use of sport**

Most sport-for-change programmes are based on the assumption that sport is an effective medium for personal development and that participation in sport leads to the development of a range of personal and social skills: teamwork, self-discipline, communication, resilience, social/cooperative skills, time management, perceived self-efficacy, self-esteem. Consequently, it is easy to understand why such programmes now claim that they can contribute to the development of the soft skill components identified by employers as central to employability. However, although most programmes view sport as an important experiential learning environment for soft skills, many adopt a Sport Plus approach in which such skills are also dealt with more systematically via parallel workshops (see Chapter 3).

In this regard, the UK Commission for Employment and Skills (UKCES, 2009) highlighted good practice in an initiative by Renfrewshire Council in

Scotland, which provides opportunities to gain Sport Leader Awards. Together with enabling participants to develop specific skills which would enable them to gain employment in the sport industry, training in sport leadership also helps to develop generic skills, knowledge and behaviours which would potentially be transferable to any occupation (e.g. leadership, motivational and communication skills).

### **Summary on employability and employment**

- There are two broad perspectives on the nature of 'employability' – one which emphasises more narrowly defined 'hard', or job-related, skills such as vocational education; a more general emphasis on 'soft skills', which are personal attitudinal and behavioural attributes. Although these perspectives are complementary, employers have increasingly identified the lack of soft skills as an obstacle to employment.
- While not always defined precisely, the soft skills tend to be those traditionally associated with sport – teamworking, communication, time management, problem solving, leadership, commitment, motivation. However, there is limited evidence as to the success of programmes in developing such skills solely through sport.
- Evaluations of employability programmes for young people identify the need to tailor them to individual learner needs, based on an assessment of an individual's work-readiness.
- There is a need to provide some 'work-oriented' experiences, either via volunteering, work experience or work placement to provide an experience of the world of work and its norms.
- It is necessary to help people to develop practical job-seeking skills (interviews, CVs) and to provide practical help for job searching.
- It is unlikely that sport alone can address a variety of potential environmental obstacles such as unsupportive family situations or lack of local employment opportunities. Sport-for-employability organisations need to work with a range of relevant local organisations to address such wider issues.
- It is clear that sport on its own cannot address such issues and programmes need to be Sport Plus, in which sports participation is augmented by components which reinforce systematically core elements of employability.

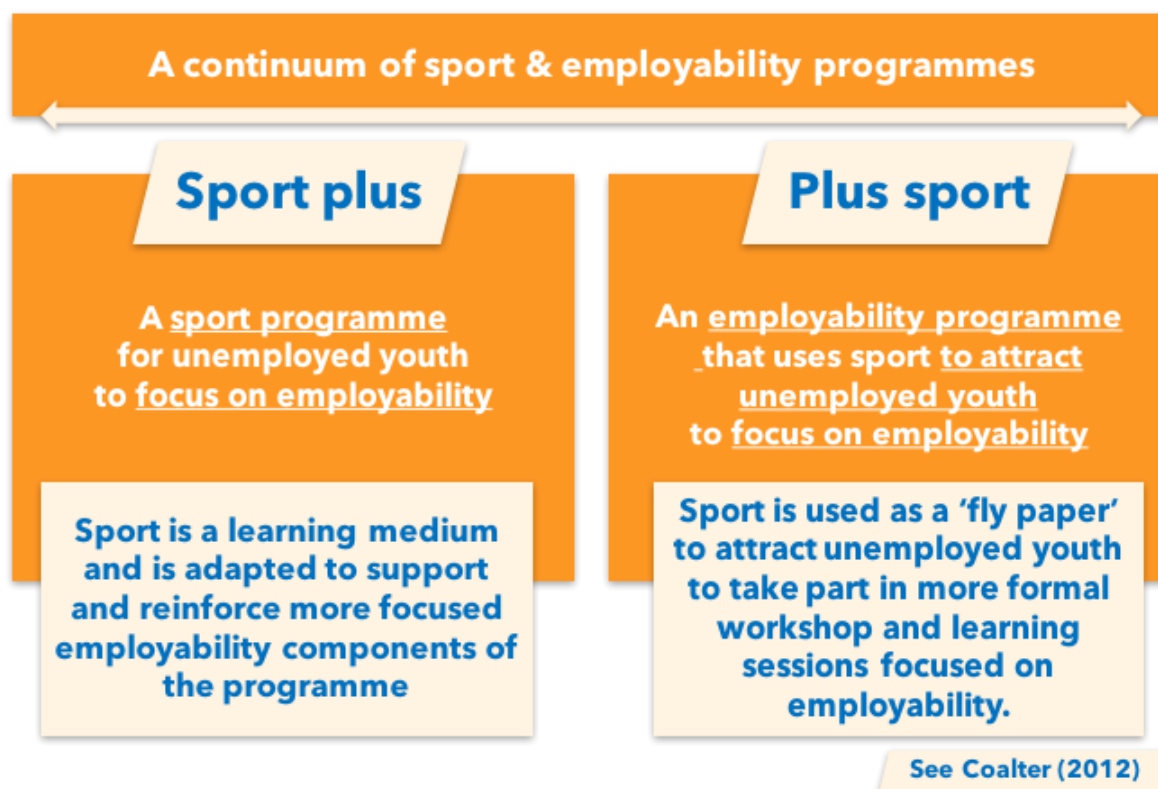
**Mapping and selection of practices.** A website was developed to facilitate the mapping of the field: <https://www.sport4employability.eu> (see Annex 4). It was used as an open-access platform to contact and inform government representatives, national sport organisations, youth organisations and various experts in this field about the aim and organisation of this study. Information of all partners of the Consortium Group and specific contact details were provided as well. The site included an open-access survey to map existing programmes. Its aim was to collect general data on the characteristics of specific sport and employability programmes. This survey included the following questions:

- What is the name of the sport and employability programme?
- In which field in Figure 1 (see below) would you position this programme?
- How is the programme monitored and evaluated? Is the effectiveness of the programme evaluated before? Please describe.
- Does this programme cooperate formally with employment services to get young people employed?
- Does this programme has a cooperation with further education?
- Can you provide a contact person or address for additional information about this programme?
- Do you know other sport and employability programmes?

In case respondents indicated they knew more than one sport and employability programme, the same questions were repeated. In Figure 1, as mentioned in the open-access survey, the role of sport within sport for employability programmes is described along a continuum based on the extent to which employability is the key focus and the extent to which sport is regarded as the key learning medium (e.g. from regarding sport as the main learning context with its inherent properties to regarding sport merely as an attraction for learning generic administrative/management skills).

The content of the online survey has been discussed with the Consortium Group and was translated into English, French, German and Spanish. Google forms were used to put the survey online. Additionally, the survey was sent through e-mail and social media.

Figure 1: A continuum of sport and employability programmes, focussing on the role of sport.



Additional to the website, a 'promotional' campaign was launched using targeted e-mails and social media to invite national and international experts and organisations to provide input for this study or collect additional documents on sport programmes or national policy practices. As an example, the following groups were identified as the targeted groups or organisations:

- National sport organisations, national governing bodies for sport and European sport federations,
- Participants of the 2016 EOSE Mid Term Seminar, Brussels (Belgium) (June 2016),
- Organisations in the Lifelong Learning Platform network,
- Members of the Expert Group on 'Human Resources Development in Sport',
- Members of the Expert Group on 'Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability',
- NGO Youth Member Organisations from the European Youth Forum (Youthforum.org),
- The list of Youth Guarantee coordinators (March 2016),
- Advisors for European PES Affairs.

Representatives of the sport and employability programmes suggested in this survey were invited for a Skype interview and second survey on the characteristics of their programme and especially the output and efficiency characteristics. These characteristics were used as selection criteria to identify sport and employability programmes which correspond with the aim of the study. This second survey included the following questions:



## General information

- Name of the organisation
- Year established
- Name of the specific programme(s)
- Website
- Contact details

## Sport and Employability

- What are the strategic aims of the organisation?
- Do any of your programmes aim to develop participants' employability?
- If yes, how do you define employability?
- Please indicate the different types of employees who deliver the programme. Sport coaches/Youth workers/Educationists/ Others. Please specify.
- How are participants recruited? Open access/Targeting specific groups/Referrals from other organisations/Others. Please specify.
- What is the gender mix in the programme?
- What ages are participants?
- Please describe the sports provided in the programme.
- Which of the following statements best describes the role of sport in your programme? Sport is a key learning medium and adapted to support and reinforce more focussed employability programme elements/Sport is used as a means to attract unemployed youth to take part in more formal workshops and learning sessions focussed on employability.
- What percentage of total time is allocated to the following elements during the programme? Sport sessions, workshops, internship/ work experience, other activities. Please specify.
- Is one-to-one mentoring part of the programme?
- What is the length of the programme?
- Do you have a systematic monitoring and evaluation system for assessing the effectiveness of the programme?
- Does your organisation have formal partnerships with any of the following types of organisations? Schools, Employers, HR-organisations, Colleges, Others. Please specify.

This second survey was sent by e-mail to sport and employability programmes in the EU. They received a word document containing the questions, a recommendation letter from the European Commission to participate in the study and the roadmap of our study. The roadmap

informed the organisations about the different stages of the study. Additionally, organisations were invited to Skype interviews to further discuss the questions and answers in the word document.

This procedure resulted only in a relatively small number of organisations (22). These organisations have been listed in the preliminary report. Noteworthy is that, after further analysis, a lot of these organisations did not meet the selection criteria after all or had already terminated their programme. Additionally, a few organisations refused to cooperate (mainly because of practical reasons, such as a lack of available personnel or organisational resources).

### **Policy measures and contexts**

To map current policy measures relevant to sport and employability among EU Member States, we developed a short open-access survey on the general characteristics of these policy measures. The content of this survey has been discussed with the Consortium Group and translated into English, French, German and Spanish. We used Google forms to put the survey online and through e-mail and by social media. Additionally, targeted e-mails and reminders have been sent to more than 1,200 contacts, including the national sport organisations, the list of Youth Guarantee Providers, the members of the EU network of public employment services and the AFEPA members (Advisors for European Public Employment Service Affairs).

To map current policy practices among EU Member States, a short open-access survey on the general characteristics of these policy practices was developed as well. The survey contained the following five questions/items:

- Please describe the policy measures (with reference to the aims, target group and actions if possible) or give reference to internet links or specific sources.
- In your opinion, what makes these policy measures interesting?
- Do you know about any monitoring and evaluation practices regarding these policy measures? If yes, please indicate where to find this information.
- In case you know other people that can provide additional information about these policy measures (other than the contact person), please provide his or her contacts.
- Do you know another policy measure on sport and employability? If yes, please indicate.

In case respondents indicated they knew more other policy measures (as indicated by the last question), the same questions were repeated to collect information on other policy measures.

To get insight into the policy measures and context for sport and employability initiatives in the different EU Member States, data were collected through various means:

- e-mail communication including the survey on policy structures sent to national sport organisations, national governing bodies for sport and European sport federations, participants of the 2016 EOSE Mid Term Seminar (June 2016), organisations in the Lifelong Learning Platform network, members of the Expert Group on 'Human Resources Development in Sport', members of the Expert Group on 'Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability', NGO Youth Member Organisations from the European Youth Forum (Youthforum.org), the list of Youth Guarantee coordinators (March 2016) and advisors for European PES Affairs,
- our website (sport4employability.eu), including a survey on national policy frameworks and specific policy measures,
- our individual contacts with the selected sport and employability organisations and their partners,
- telephone contacts with representatives from public employment services, sport organisations and social organisations.

This consultation resulted in information on policy measures from 7 EU Member States. An overview of the information we have received can be found in Annex 6. Noteworthy is that this information comes from different sources and shows great variety in detail. While some countries provided official policy documents, others only reported in general. Taking this into account, as well as the limited number of responses, we can only give some general remarks.

While some EU Member States in this sample reported different national policy measures that can be used to support sport and employability initiatives (i.e. sport for development initiatives in collaboration with the sport sector; inclusive policies towards lower level qualifications; support for local collaboration with job centres), representatives from other Member States said not to be aware of national policy initiatives that could be supportive for sport and employability programmes.

Both policy documents received during the consultation process and feedback of the cases in this study affirmed the importance of various EU funding streams to support local sport and employability initiatives. Especially the European Social Fund and the Youth Employment Initiative are considered as vital sources for the development of sport and employability programmes in their country. Additionally, the sport and employability organisations in the UK expressed concerns regarding the impact of Brexit.

Some representatives of the cases consulted in this study referred to the potential of football (both financially and as a popular game among vulnerable groups). Support from FIFA (FIFA Football for hope), UEFA (UEFA Foundation for children) and professional football clubs in the local context of these cases are considered to be valuable partners to develop a cooperation in employability or sport for development programmes.

## **1.2 Methodology of the case study research**

Central to this study was the case study research. To allow a diversity of programmes to be included in this selection (thereby increasing the potential for generalisation), it was originally intended to include two sets of selection criteria for the case studies. These original criteria related to context variables (geographic distribution; cultural and economic 'diversity') and programme characteristics (the extent to which employability is the key focus and the extent to which sport is regarded as the key learning medium; the approach to the recruitment of participants and the degree of understanding of their 'employability needs'; the extent to which 'one size fits all' approaches are used; the role of mentoring; the degree of active involvement of participants; the mixture of learning opportunities provided; the balance between individual development and various 'soft skills' and more specific job market oriented skills). However as explained above, the surveys and specific Skype interviews resulted in a relatively small number of organisations. Therefore, it was not possible to use both sets of criteria to the same extent. While we were able to select organisations in line with the various programme characteristics, we could not fully achieve the desired geographical distribution, because of a lack of relevant organisations. Despite the fact that we have selected sport and employability organisations in 8 different EU Member States, the geographic distribution within the EU is not balanced due to an absence of suitable initiatives in Northern and Eastern EU member states.

The final selection resulted in 10 sport and employability organisations. While organisations share comparable programme characteristics, they vary across other contextual or organisational characteristics such as the access to corporate funding, the type of partnerships and networks, the level of accountability and the level of professionalization.

Each selected organisation was then contacted for on-site in-depth interviews with programme designers, social workers, sport coaches, participants and former participants. In most cases, the interviews were conducted during a two-day visit along with observations of workshops, sport sessions or social activities. Interviews were conducted either in English, French, Dutch or German. All interviews were tape recorded with permission of the interviewees and treated anonymously. Additional to the on-site interviews, documents and field notes were collected and follow-up Skype or telephone interviews were conducted to provide an in-depth understanding of the organisations and their programmes. After the analysis, each organisation received a case report of their own programme to check for further details, as well as to determine the extent to which they could agree with our findings. This procedure only resulted in a few

additional minor comments, thereby confirming the validity of the findings.

The theoretical approach that was used to collect and analyse the data during this part of the study is described in detail in Chapter 2.

### **1.3 Conclusions and recommendations**

Based on the findings of the different stages of the study, conclusions (Chapter 5) and recommendations (Chapter 6) have been described.

## 2. Theoretical approach

### 2.1 Introduction

The research reported here was based on a theoretical framework developed in previous research on sport and employability for Comic Relief (Coalter, Wilson, Griffiths & Nichols, 2015). This framework (Figure 2) was based on in-depth case studies of five sport and employability projects - three in the UK and two in South Africa. Data were collected via in-depth interviews with programme designers and deliverers, programme beneficiaries and other key stakeholders. The framework is deliberately broad and inclusive as it sought to identify components of a variety of programmes. In doing so, it sought to provide the basis for providers to identify the key mechanisms in their programmes and develop programme-specific programme theories.

The framework is also based on a review of literature to identify and synthesise existing relevant research and literature on employability, to determine what is known and to enable us to compare and contrast what was recommended in the literature with existing practice in sport-for-employability programmes. The framework illustrates Pawson et al's (2004: 7) contention that

*"It is through the workings of entire systems of social relationships that any changes in behaviours, events and social conditions are effected"*

and also that

*"Interventions carry not one, but several theories/mechanisms".*

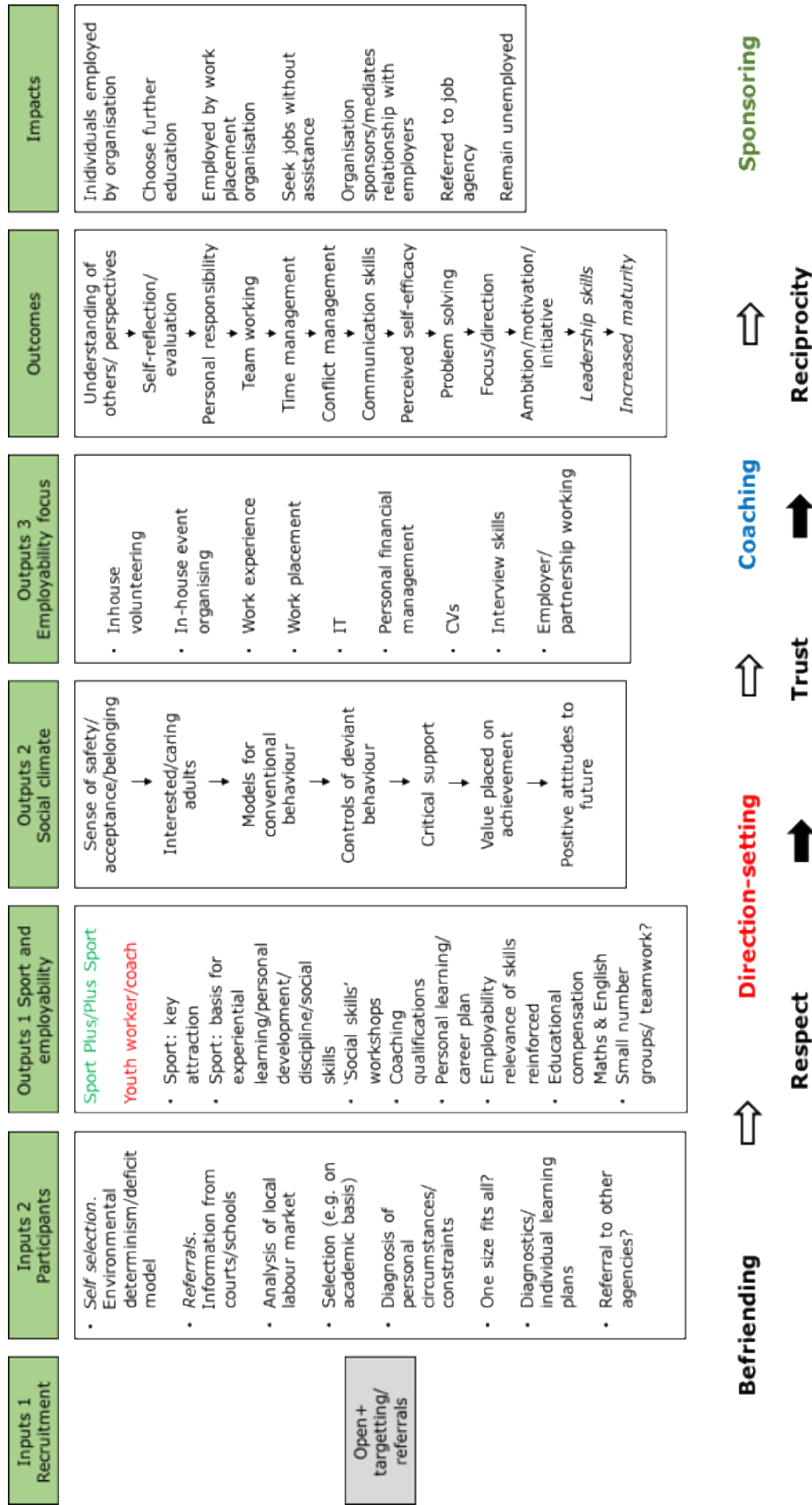
In this project, to explore this complexity, this framework was used to orient data collection and to identify key components and processes of the case study programmes. The framework is also used to present the data on each case study in Chapter 3.

The approach used was based on a programme theory perspective. This seeks to identify the components, mechanisms, relationships and sequences of causes and effects which are presumed to lead to desired impacts on participants and subsequent behavioural outcomes. The advantages of this approach include:

- Emphasising the essential distinction between necessary conditions (participation in a programme) and sufficient conditions (the processes and experiences required to maximise the potential to achieve desired impacts and outcomes).
- Assisting in the formulation of theoretically coherent, realistic and precise impacts and outcomes related to programme processes and participants. This provides a robust basis for monitoring and evaluation.
- Enabling the identification of critical success factors.

- Providing the basis for formative, rather than summative (i.e. impact/outcome), evaluation. This contributes to the improvement of interventions by identifying where things may be going wrong.
- Exploring potentially generic mechanisms provides a basis for generalisation in order to inform future programme design.

Figure 2: The Sport and Employability Framework.





## 2.2 Understanding the Sport and Employability Framework

### Inputs 1: Recruitment

Clearly the nature of recruitment is a significant factor in determining the nature of programmes and assessing their effectiveness and the extent and nature of their 'value added' – although in all cases access to free sport (usually football) was a, if not the, major attraction. While it is possible that employability projects may have open access – i.e. self-selection, many are likely to adopt some form of targeting and referral (e.g. from school/probation/job centres). There is also the possibility of geographical targeting in areas where there is evidence of structural unemployment. To target those who are failing, or have failed, in the education system or lack the personal and social skills deemed to constitute 'employability', would seem to be the optimal approach to address issues of unemployment. Otherwise, such programmes could be regarded simply as general sport-for-change projects seeking to develop general personal and social skills, which might contribute to employability.

### Inputs 2: Participants

The assumption is that employability projects will be much more participant-centred and needs-based than general open-access, sport-for-change programmes. Although many programmes may be relatively standardised, they are unlikely to believe that 'one size fits all'. Although some of the more focussed employability projects may have 'entrance qualifications', the depth of diagnosis of individual strengths and weaknesses will be important in understanding their approach and effectiveness. Projects may have some information about individual participants from a mixture of sources - schools, referral agencies, meetings with programme mentors, or may use their own more formal and informal diagnostic approaches. Some may even develop formal individual learning plans, based on a diagnosis of individual strengths and weaknesses.

### Participants' environment.

In addition to diagnosing the various strengths and weaknesses and personal development needs of individual recruits, some may seek to take into account a broader social, cultural and economic understanding of the context within which such individuals live and may remain after they leave the programme. For example:

- **Local labour markets.** Some programmes may undertake an analysis of the local labour market and the nature of employment opportunities available to their recruits. This is especially so if the programme has a strong orientation towards particular types of employment, rather than a more general personal development/employability focus. It should be noted that there are differences of opinion within sport and employability organisations as to whether such programmes should be increasing the ability to choose via a personal development/employability approach, or if they should take a narrower, more pragmatic employment focus aimed at specific forms of employment.

- **Resilient communities.** Ungar (2006), in discussing the central concept of individual resilience, expresses concerns about non-resilient or non-supportive environments. This is because in some communities recruits might have to overcome constraints outside the immediate control of the programme: social and cultural obligations (e.g. domestic chores; certain caring roles; income generation); relatively unsupportive families or peer groups; cultures which resist aspiration.

Consequently, the initial assessment of individuals and their development needs may need to include some form of 'environmental analysis', in which such obstacles are identified and steps taken to address them both during and after participation in the programme. Some organisations seek to address such issues via partnerships with social and child services, the police and local employers and some may even involve parents. While the importance of such environmental diagnosis is acknowledged, resources and expertise may not always be readily available.

### **Outputs 1: Sport and Employability**

Many sport and employability organisations regard sport as a key attraction and a unique, activity-based, learning environment. However, there is a continuum of programmes which reflects the balance between *Plus Sport*, which are youth work orientated programmes which simply use sport to attract participants, via sports programmes in which sport is viewed as the activity-based learning medium and programmes where sport is complemented by other, more formal, educational components – i.e. *Sport Plus*. It is likely that the predominant approaches can be defined as either *Sport Plus 1* and *Sport Plus 2* and both are strongly participant-focused, delivered via a diagnostic, youth work approach with a degree of adaptation to meet individual needs.

**Sport Plus 1.** Such programmes are based on the use of sport for relationship building and for the experiential learning of soft skills (e.g. teamwork; perceived self-efficacy; communication) with additional formal social and employability skills workshops plus provision for developing interview techniques and CV writing. While sport may be used to establish positive social relationships and develop certain social skills, there is no systematic and conscious attempt to integrate and reinforce the issues addressed in the workshops via sporting practice.

**Sport Plus 2.** Such programmes will also use sport to establish positive relationships, but there will be mutually reinforcing relationships between sports participation and social skill workshops – the issues dealt with in workshops are illustrated and formally reinforced via sports practice. Here there is a more systematic emphasis on the relevance of all activities to employability. Further, they may also entail a more systematic approach to participants' progress via regular self-reflection via completion of workbooks or by undertaking validated qualifications whose practical aspects are undertaken via the sports programme. They have a stronger employability, or even employment, focus by addressing issues of

educational underachievement (e.g. remedial maths and English), promoting volunteering systematically as a learning environment, facilitating some work experience and providing assistance with CV writing and interview techniques.

**Plus Sport.** Such programmes are currently in a small minority and use sport as a 'fly paper' to attract young people to programmes in which much of the developmental work is undertaken via a range of non-sporting activities and the employability focus is emphasised in all activities. Importantly, it is possible that such programmes are not inclusive, as they may require certain entry qualifications. For example, a certain level of educational qualification, or the possession of particular attitudes which indicate work 'readiness', may be required to ensure the ability to learn and benefit from programme activities and as employment criteria. Some projects may think that a more focused and systematic approach is required to the development of employability skills – especially where 'harder' skills are deemed to be important (e.g. numeracy, literacy, IT, financial understanding and personal budgeting). In such Plus Sport programmes, while sport remains an important attraction, participation plays a subsidiary role in the development of employability, or is used to reinforce skills introduced elsewhere.

## **Outputs 2: Social climate**

Cedefop (2011, 2013) in a study of educational and vocational training providers across Europe refers to the need to create an attractive and congenial learning environment. Witt and Crompton (1997) identify a series of 'protective factors' which serve to construct a safe and supportive environment which encourages positive development for at-risk youth:

- Sense of safety/acceptance/belonging
- Interested and caring adults
- Models for conventional behaviour
- Controls on deviant behaviour
- Critical support
- Value placed on achievement
- Positive attitudes to future

For many this type of 'social climate' is viewed as the most important change mechanism in the programme – the nature of relationships, behavioural rules, limits of behaviour, the balance between caring and support and the emphasis on teamwork, conformity to rules, achievement and positive attitudes. Programmes will seek to provide a non-threatening, if disciplined, environment where participants feel a sense of safety and acceptance, which provides the context for developmental work.

## Participant involvement and the social climate

Organisations may involve participants in the development of the rules and codes of behaviour and relationships which constitute a programme's social climate. This may be viewed as a means to achieve greater involvement in, and commitment to, the programme and as contributing to the personal development, maturity and sense of responsibility of participants. Within these contexts, varying types and degree of control on deviant behaviour are exercised – ranging from formal sanctions to a high level of self-control and peer policing. It is within this context that many of the 'soft skills' are developed both informally and formally – positive social relationships with peers and staff, teamwork, personal responsibility, ability to compromise, conflict management.

## The importance of the process of mentoring

In Figure 2, both the various stages of mentoring and the associated development of respect/trust/reciprocity are presented as developing processes which underpin all activities and relationships within a programme. For example, befriending and the establishment of mutual respect occur as participants join the programme and develop throughout.

While the youth worker/coach approach is common in many sport-for-change programmes, it is often central to sport and employability programmes. These programmes place strong emphasis on mentoring – for befriending and initial integration, diagnosing strengths and weaknesses, assisting personal development and maintaining participants' commitment to the programmes. Pawson (2006), in an analysis of research on successful programmes for at-risk youth outlines a mentoring programme theory:

- **Befriending:** This is an affective component which entails creating bonds of trust/sharing of new experiences and enables the mentee recognizes the legitimacy of other people/perspectives. For many of the organisations this occurs during the sport sessions and enables staff to identify the needs and aspirations of the participants.
- **Direction-setting:** This is a cognitive component and entails the promotion of self-reflection via discussion of alternatives or via the completion of individual learning plans. It seeks to assist participants in the reconsideration of certain values, loyalties and ambitions.
- **Coaching:** This is an aptitudinal component and entails the coaxing and cajoling of mentees to acquire skills, assets, credentials needed to enter the employment market.

In terms of direction-setting and coaching, some programmes may assist participants to develop individual learning plans. Some may even develop a contract with participants to formalise their responsibilities and commitments. To varying degrees, the mentor monitors, encourages and supports the implementation of such plans.

## **Respect, trust, reciprocity**

Mentors (and other members of staff), as interested, caring and supportive adults, are able to construct positive social relationships with young people, based on mutual respect. Evidence suggests that this leads to relationships based on trust and the development of feelings of reciprocity on the part of participants – ‘I do not want to let him down’ – that contribute to the participant’s motivation to stay with the programme and to change values, attitudes, aspirations and behaviour. However, this is not necessarily a unilinear process, with ‘two steps forward and one back’ not uncommon. While nearly all sport-for-employability programmes will contain elements of these three mechanisms, only a few may have Pawson’s fourth component:

- **Sponsoring:** While many programmes will provide support for CV preparation, job seeking and interview techniques, few may accept the full implications of sponsoring. This requires mentors to advocate and network on behalf of mentees, using their insider contacts and knowledge of employment opportunities. Programmes may recognise the importance of mediating participants’ initial relationship with the job market - and also the possible need for support after obtaining employment – but may not have the necessary resources. Some may adopt this approach through the provision of work placements, close working with employers and long-term monitoring and support of individuals after they have obtained employment. But such a resource-intensive approach may be rare.

## **Outputs 3: Employability focus**

This output refers to components of the programme which deal with directly ‘employment-oriented’ issues and what are referred to as ‘hard skills’. While programmes with an employability-focus may emphasise the development of employability-relevant soft skills in all aspects of the programme (especially the sport), many may also include components which develop more practical employment-related skills and learning. These are not necessarily highly technical, vocational or job-specific skills. Rather, they are forms of work discipline and planning, administrative, organisational and time-management skills obtained via experiential learning as volunteers, or forms of work experience.

Research has illustrated the value of volunteering and the importance attributed to such experiences by both participants and potential employers. Some programmes may support participants to organise and deliver small-scale events - this is especially a feature of Plus Sport programmes - and some may facilitate real-world work experience. Others may provide workshops on personal financial management in anticipation of a first wage.

In addition to such experiential learning, many programmes may provide more practical support in CV writing, help participants to develop interview skills (e.g. by bringing in employers to do such interviews) and facilitate job searching.

## Outcomes

The programmes may combine, in a variety of ways, the development of both the soft and hard skills which are widely acknowledged to be components of employability. There is often more emphasis on soft skills because they can be developed via sport and the generic programme processes and relationships, whereas the hard, employment-related skills (interview skills, IT skills, finance) often require additional resources and expertise (which can be accessed via partnerships with certain employers). Consequently, many of the desired outcomes are similar to those in more general sport-for-change programmes – they deal with aspects of self- and social awareness, perceived self-efficacy, teamwork, aspects of emotional intelligence, ambition and motivation and growing maturity.

Although an attempt has been made in Figure 2 to list a variety of outcomes in a hierarchical, developmental sequence, it is difficult to be precise about the order in which such development occurs. This is because the development of such competences is often inter-related. For example, the development of leadership or communication skills depends on a degree of perceived self-efficacy, but success in such activities strengthens such feelings of efficacy. Further, the order in which such skills are developed will reflect the nature of the processes and sequence of activities within each programme, as well as the nature of individual participants and relationships with mentors.

## Impacts

We need to note the crucial distinction between employability and employment (see Chapter 1). Sport-for-employability programmes can deliver theoretically-informed, research-based and inclusive programmes which provide young people with a general preparation for the labour market. In this regard, many will understand the basic components of the necessary soft skills identified by various academics and employers. Nevertheless, it is important to note that there are limited data relating to the relative effectiveness of the programmes, especially in the long term. Also, few programmes can guarantee employment – except for a few graduates who are subsequently employed in some of the organisations or via close partnerships with employers– and this lack of guaranteed impacts is reflected in the Impacts column in Figure 2.

Spaaij et al's (2013) research indicates that the broader impact on employment of such programmes is often limited because it is strongly affected by external factors – the nature of the accessible local job market, employers' attitudes to particular types of individuals in a labour market experiencing over-supply and grade inflation, parental factors and poor home support, peer pressures. Further, Sampson's (2015) evaluation of the Pathways programme of 'Fight for Peace' found that the majority of the graduates were in low skill, temporary or casual work with subsequent unstable employment patterns. Programmes which aim simply to develop individuals' employability may underestimate the difficulties that many at-risk young people face, either in entering further education or entering the labour market and finding reasonably permanent jobs.

### **2.3 Conclusion**

The framework outlined in Figure 2 clearly illustrates that *"it is through the workings of entire systems of social relationships that any changes in behaviours, events and social conditions are effected"* (Pawson et al, 2004: 7). Consequently, to capture this complexity, the framework was used to provide the basis for our in-depth investigation of the case studies in this report (see Chapters 3 & 4). It was used to identify the issues for investigation and provides the basis for our subsequent data reporting and analysis.

### 3. Selected case studies

#### 3.1 Introduction

This chapter provides a detailed discussion on the mechanisms of the Sport and Employability framework for each of the 10 selected case studies. Table 2 provides an overview of all organisations selected in this study, the dates of data collection and number of interviews conducted. In total, 85 in-depth interviews were conducted on-site. A detailed discussion on the key mechanisms of the programme theory of sport and employability for each of the 10 selected cases can be found in Annex 2.

Table 2: Overview of the 10 cases.

<b>Street League (UK)</b> Visited on 31 October, 1 and 2 November 2016 14 interviews
<b>Rheinflanke (DE)</b> Visited on 11 and 12 January 2017 12 interviews
<b>Oltalom Sport Association (HU)</b> Visited on 30 and 31 January 2017 8 interviews
<b>Sport 4 Life (UK)</b> Visited on 13 and 14 February 2017 8 interviews
<b>UFEC/INSERsport (ES)</b> Visited on 27 and 28 February 2017 6 interviews
<b>CAIS (PT)</b> Visited on 1 and 2 March 2017 8 interviews
<b>Sport dans la ville (FR)</b> Visited on 1 and 2 March 2017 11 interviews
<b>Bewegen naar werk (NL)</b> Visited on 28 March 2017 5 interviews
<b>Albion in the Community (UK)</b> Visited on 4 and 5 May 2017 6 interviews
<b>Start2 (BE)</b> Visited on 24 May, 6 and 7 June 2017 7 interviews



## 3.2 Street League (United Kingdom)

### Introduction

Street League claims to be UK's leading Sport for Employment charity. Since 2010, it has gone through a strategic change, shifting from a sport development organisation to a sport and employability organisation, providing more focussed support for personal and social development as a basis for increased employability, with sustained employment being a 'hard outcome' strategic performance indicator (which funders find a more convincing outcome). Over the past six years, Street League has expanded from two to 14 cities across the UK. The strategic priority to 2019 is to focus on expanding the number of delivery teams within each region, rather than opening new regions.

The **Sport Plus 2** organisation believes that sport is a powerful tool for the personal development of young people, assisting them to develop the soft skills aspects of employability. Street League uses the attraction of football and a female-oriented dance-fit programme to recruit participants to a 10-week employability-focussed Academy programme. This programme consists of a four-day (16 hours/week) training programme including, goal setting, career planning, communication skills, CV writing, job searching, interview skills and techniques. This is done via integrated and mutually reinforcing employability workshops and sport sessions in the morning. In the afternoon, one-on-one support is provided for job search and individual assistance. Additionally, participants in Street League can complete a 100-hours work placement related to their preferred employment.

In each region, there are delivery teams for football and dance, consisting of a progression coordinator and a sport coach. The progression coordinator delivers employability courses, classroom sessions and the individual one-on-one support. The sport coach or exercise teacher organises the sport and dance sessions, which are specifically designed to reinforce the topics dealt with in the workshop sessions. The progression coordinator and the sport coach normally participate in each other's sessions ensuring an integrated approach. Every delivery team is supported by a local operations manager and by an outreach coordinator. The operational manager is responsible for the delivery teams in his or her region and the output of the Academy programme. The outreach coordinator is responsible for the recruitment of participants through contacts with job centres, social organisation and colleges.

### Performance measurement and reporting

Street League has a major commitment to transparency and accountability. It has three 'golden rules': (1) they will never over-claim what they do; (2) all percentages presented will include actual numbers to avoid being misleading and (3) all reported outcomes are backed by auditable evidence.

Street League has an extensive management information system based on Hanlon software which tracks progress and outcomes. The system tracks all programme data, allowing them to produce regular progress

reports and analyse performance against their key indicators. Additionally, quarterly balanced scorecards and management information packs provide the operations managers in each region with a snapshot of performance against engagement, delivery, contract outcomes, aftercare and progression outcomes.

*"We have a league table for delivery teams to inform them about the number of people who they have delivered into work. Therefore, we need four documents: the registration form, the personal action plan, the exit review and the outcome form which is signed by the participant and his or her new employer. That is the only way we are sure we had the outcome we want to report. What we don't want, is young people with a degree showing up for a sport session and having a job one month later. Then we did not help him to a job."* (Managing Director).

In their latest annual report, Street League extensively reports on annual outcome figures:

*"Street League engaged with 2,177 young people during 2015-16. 1,281 young people supported into work, training or education from April 2015 to March 2016. 59% (992/1685) of young people who started an Academy Programme this year moved into employment, education or training."* (Annual report, 2015-2016: 10-11).

It also reports that 109 young people started an academy but dropped out with no outcome. Additionally, 48 outcomes were rejected in the auditing process due to a lack of evidence to satisfy their internal audit process.

### **Short summary**

Street League is a Sport Plus 2 programme which specifically targets NEETs, emphasises the centrality of employability and places emphasis on the key performance 'hard outcome' indicator – sustained employment or training.

### **Main programme elements**

- A 10-week intense programme with a strong emphasis on employment.
- Sport (football and dance) and employment used as a major attraction.
- The themes of the employability workshops are systematically reinforced by sport.
- Several self-evaluation and self-management documents: an individual learning plan, a 'preparing for work' workbook, a 'taking part in sport' workbook, and a 100-hours work placement.
- An extensive management information system on the progression of participation and the efficiency of the delivery teams.
- After-care support provided during 12 months after graduating from the programme (to sustain in employment or education).

## 1. Recruitment

Participants are usually NEETs who are selected on the basis of identifiable socio-cultural barriers to employment.

## 2. Diagnostics and individual learning plans

A strong emphasis is placed on the sustained development of self-awareness and critical self-evaluation via the requirement for participants to complete an individual learning plan (ILP), the 'preparing for work' workbook, 'taking part in sport' workbook and a 'work placement' journal. These documents are monitored and discussed with progression coordinators and the approach is central to personal development and employability because:

- It reinforces that, although this is a sports-based programme, its focus is on employability. Consequently, all aspects of the programme, including sport, are viewed in terms of contributing to this outcome.
- It provides participants with specified goals and focus and encourages them to become self-aware of the nature and relevance of required skill development and their progress.
- It encourages self-reflection and self-awareness and contributes to a more mature view of personal strengths and weaknesses and how they might be viewed by potential employers. It is probably the first time that many of the participants have been required to do this.

## 3. Role of sport

Although sport is used to attract participants, the Sport Plus programme is systematically focussed on employability. Sport sessions (football and dance) are integrated with and mutually reinforce the issues addressed in employability workshops. Integration is assured by session plans and sessions being delivered jointly by the sport coach and progression coordinator. Sport is used to support and reinforce the employability content of workshops via an experiential learning approach which emphasises the soft skills of teamworking, time management, conflict management, communication skills, problem solving and leadership. Such an approach is effective for those who are less academically oriented.

## 4. Social climate

The social climate is one of critical support in which supportive relationships are amicable, but professional – befriending, but not being a friend. The approach is to encourage independence and enable participants to deal with issues openly and honestly.

The overall programme process of Street League reflects Pawson's programme theory for youth mentoring.

- **Befriending.** This is the affective process of the social climate of creating bonds of trust/sharing of new experiences. This enables the mentee to recognise and accept the legitimacy of other people/perspectives and judgements.

- **Direction-setting.** This is the cognitive process of promoting self-reflection via discussion of alternatives - reconsider values, loyalties and ambitions. This is achieved via the Individual Learning Plan and in-depth monitoring and discussion with the progression coordinator. It also relates to managing expectations and identifying realistic career goals and the development of a 'plan B'.
- **Coaching.** This is an aptitudinal approach and involves coaxing/cajoling the mentee to acquire skills, assets, credentials needed to enter the employment market. In part this relates to the content of the programme with its emphasis on both soft and hard skills. If Street League does not provide the relevant skills, participants can be referred to other organisations (e.g. The Prince's Trust).
- **Sponsoring.** This is positional with the organisation advocating/networking with potential employers on behalf of the mentee to provide employment opportunities. Street League guarantees both a work placement during the programme and permanent employment after graduation.

In addition to these components of mentoring, Street League provides an additional element.

- **Ongoing support.** To achieve its PI of sustained employment, an after-care coordinator remains in contact with graduates for 12 months.

## **5. Employability components**

Street league is a Sport Plus 2 programme which specifically targets NEETS, emphasises the centrality of employability and places emphasis on the key performance 'hard outcome' indicator – sustained employment or training.

Guaranteed employment is accompanied by ongoing support for 12 months to achieve the strategic PI of Street league of sustained employment.

## **6. Work experience and work place**

A work placement, CV writing and mock interviews are employment focused and prepare participants for the work of work.

### 3.3 Rheinflanke (Germany)

#### Introduction

Rheinflanke GmbH was founded in 2006 as 'Köln kickt'. Today, the organisation provides sport and youth support all over the city of Cologne. At six other sites along the Rhine, local programmes are active under the Rheinflanke name: in Bonn, Düsseldorf, Meckenheim, Grevenbroich, Bedburg and Bornheim. Since the summer of 2014, Rheinflanke has expanded its offer beyond Nordrhein-Westfalen as an eighth location. The organisation caters for about 1,200 children and youth every week. Rheinflanke has a mission based on three dimensions:

- **Play.** Various sports education offers the youths a sensible and healthy leisure activity. The sport serves as a social learning field in order to provide the young people with important key competences, such as fair play, tolerance and frustration control.
- **Connect.** The use of the low-threshold characteristics of sport, leisure and cultural activities as a bridge for the rapid establishment of a stable and continuous relationship with the participants.
- **Work.** A transition from school to the labour market through individualised youth work support towards a professional orientation.

Rheinflanke formally provides two programmes which mediate between sport sessions and social and employability support: the 'HOPE'-programme and 'Work for You'.

- 'HOPE' stands for Help, Opportunity, Peace and Empathy and is an originally voluntary programme for the integration of refugees. In this programme, the social workers of Rheinflanke establish a relationship of trust with the participants through sport in order to be able to support them individually.
- The 'Work for You' project enables young people to improve their career opportunities by pursuing a voluntary activity.

Both 'HOPE' and 'Work for You' are sport programmes based on open training sessions, where different youth workers attend the training sessions to provide social support. Through the interactions, youth workers try to connect to the participants and understand their life issues. The support these youth or social workers provide is very individualised and without a strong formalisation within the organisation. In terms of employability support, different social workers have their own approach and support participants for a longer period of time. During these one-on-one sessions, described as mentoring sessions by the interviewees, the social workers tackle different problems of the participants (education, employment, social relationships, medical support).

Alongside these programmes, Rheinflanke started a partnership cooperation with 'Joblinge' to provide sport sessions in the 6-month employability support of the organisation. This programme does not reflect the general support provided by Rheinflanke, but reflects "*opportunities in which Rheinflanke want to engage in the future*" (CEO).

Rheinflanke organises different sport activities (football, basketball, volleyball, fitness, ...) in multiple settings. All sports are provided in open access training sessions without any formal membership. Additionally, Rheinflanke takes the lead in different football teams of refugees and NEETs which are also affiliated to local football clubs. The social workers of Rheinflanke are also the coaches during the sport sessions.

In general, Rheinflanke uses sport as a means to connect with participants and build stronger social relationships with them. Participants on the other hand, see Rheinflanke as a sport organisation or a sport club, and also say that Rheinflanke is like a family to them. Rheinflanke does not organise specific workshops supporting employability, but supports workshops organised in secondary schools to train interview techniques with employers.

### **Performance measurement and reporting**

There is no formal performance measurement and reporting on the personal action plans or support provided by the individual coaches and social workers to participants.

### **Short summary**

Rheinflanke is a Sport Plus 1 programme providing Sport Plus opportunities based on the initiative of the participants. Individualised and non-formalised support by social workers is the basis to strengthen employability.

### **Main programme mechanisms**

- An open-ended sport and employability programme
- Individual choice to participate in the employability component
- Building a trust relationship
- No generic approach or a flexible way to support participants
- Improving employability is possible outcome in a broader youth work oriented sport programme which tries to deal with a wider range of social issues

#### **1. Recruitment**

Rheinflanke uses sport as an attraction to young vulnerable participants to participate in community-based sport sessions.

#### **2. Diagnostics and individual learning plans**

There is no formal diagnostics on individual circumstances or support by individual learning plans to support the sustained progress of participants.

#### **3. Role of sport**

Rheinflanke uses public sport infrastructure or school sport facilities during after-school sport sessions. Participants play football, basketball, volleyball or fitness on different occasions each month as part of a social activity in which social coaches support, engage and talk with participants. The sport sessions are used to build trust relationships between the coaches and the participants. Once a trust relationship has been built, participants ask for

individual support regarding different areas in life: family, relationships, housing, education, employability. Rather than providing thematic workshops to a group of participants, Rheinflanke organises individual support for a participant upon request.

#### **4. Social climate**

The social climate of Rheinflanke is built on the trust relationship between the social coaches and participants. Some participants refer to Rheinflanke as a guiding organisation in their life. This explains why most participants participate on a longer term in the organisation.

The individual mentoring provided by Rheinflanke reflects elements of Pawson's programme theory for youth mentoring. Social coaches use the sport sessions to create bonds of trust between them and participants. Interviewees report that talking with participants and individual mentoring is an important step to strengthen their employability.

#### **5. Employability components**

The social coaches support participants to employability when requested (i.e. interview skills, CV writing, job searching). According to the interviewees, 20% of all participants request for support to strengthen their social or employability skills. There is no formal or structured programme; coaches provide individual support to CV writing, interview training or they mediate to a job centre, an internship or a job. Social coaches are aware they cannot provide the same support to all participants (and additional staff is needed).

#### **6. Work experience and work place**

There is no work experience or work placement provided by Rheinflanke.

### 3.4 Oltalom Sport Association (Hungary)

#### Introduction

The Oltalom Sport Association is part of Oltalom Charity, which was founded in 1989 to support the needs of disadvantaged, socially abandoned, vulnerable, endangered persons. The Charity's administration and main service centre is located in Budapest, but they have 6 other locations in Hungary where they provide support to vulnerable groups. The organisation provides social provisions and activities for homeless people and refugees in day and night shelters, temporary hostels, medical support, social work, clothing and food distributions.

The Oltalom Sport Association was founded in 2005 by the employees and veteran sportsmen of Oltalom Charity and John Wesley Theological College. Their goal is to provide the opportunity to participate in sport for socially disadvantaged and homeless people. The Hungarian Homeless Soccer Team, the soccer team of Oltalom Sport Association, is the only national team selected to participate at the Homeless World Cup. They participated the first time in The Cape Town Homeless World Cup in 2006.

Oltalom Sport Association's primary youth target group are NEETs. As many of these youngsters have dropped out of school, Oltalom tries to help them to get back into education to finish their secondary (or even primary) education or even move towards higher education. To achieve this, social workers, who are always present at the sport sessions, provide individualised support and counselling to participants.

*"The social workers are always at the trainings. So, after a while, the participants realise that there is someone who asks them: 'How are you?', 'What happens at school?', 'What's up with home?'. If they don't come, they call them: 'What's going on? Why didn't you come?'. I think it takes time for them to realise that there is something else than just the football."* (International coordinator)

Those who are interested to get employability support, can also discuss this with the sport coaches and social workers after the sport sessions. They are then brought in contact with the job coach.

*"Participants are referred to me by the social workers or I meet with them myself. They are interested in improving their CV and interview techniques or I provide English classes. English is the second language in Hungary and important when you want to find a job. Also, when we participate in international tournaments, they need to understand English to get in contact with other teams and participants"* (job coach).

One of the main purposes of Oltalom Sport Association is to reach youngsters through sport (mostly football). Therefore, they organise different sport sessions for different target groups (starting from age 6 up to the age of 30):

- After school football sessions for children in a local primary school from a disadvantaged area.



- Open football sessions on Wednesday afternoon and Saturday in deprived areas.

The open football sessions provide opportunities for young people to engage in sport and to receive additional support by the social workers on social and employability skill development.

In addition, because Oltalom Sport Association regularly participates in football tournaments (also international and abroad), many youngsters are eager to join the teams and travel to these tournaments. Oltalom uses this interest among the youth to allow participation only under certain conditions.

*"They are motivated to go to tournaments in Hungary and they are even more motivated to travel abroad. So, for them to be in the team and to travel to the tournaments, they have to come to English class or they have to start looking for a job or they have to start to go to school. ... They have to do something they have found out with the job coach or the mentor"* (Managing director).

Oltalom Sport Association has no set or fixed sport and employability programme. Through different funding opportunities in the past, job searching or specific employability courses have always been part of a larger social support programme for disadvantaged target groups. When funding is available (e.g. through the FIFA Football For Hope programme), Oltalom Sport Association provides job training sessions once a year (including about 30 youngsters). Different types of programmes have been provided (ranging from 3 or 5-days intensive course to weekly sessions for 8 weeks). They cover a variety of topics (e.g. CV writing; job interview skills; job searching methods). Participants are free to decide if they want to join these courses.

*"Nothing is obligatory. We just give them the offer and they can come if they want. We have discussions and they can enquire and then they can decide if they want to come"* (International coordinator).

On a more regular basis, there are individual trajectories guided by social workers and the job coach for about 10 youngsters at the time. Furthermore, Oltalom Sport Association redirects participants towards the social assistant qualification course of its partner, the Oltalom Charity Society and a bachelor course in social work provided by John Wesley Theological College. Participants who have not completed primary or secondary education, can participate in a night school vocational training.

### **Performance measurement and reporting**

There is an online database, which is called Oltalom Social Network (OSN). It is a kind of diary and it keeps track of attendances of participants at the football training sessions and the social workshops. It includes information relating to what happened at the training: how the participant was performing in sport, but also with issues and problems, for example, at school and family. The social worker then regularly consults the Oltalom Social Network system and discusses the content with the participant to set goals and how they can be reached. A major

disadvantage of the system is that it does not allow coaches to analyse information applicable to all participants (i.e. How many participated in a workshop? How many girls participated in the job coaching sessions?). There are also weekly team meetings with the whole staff where individual cases of participants are discussed.

Several questionnaires are used to collect data among participants. There is one for registration purpose, but also later on to get insight into their experiences (e.g. regarding the training sessions and tournaments, the social workers, sports coaches, job coach). The entry and evaluation questionnaire asks about the background in sport, the sport preferences of the participant, where they heard about Oltalom and how they evaluate (the quality of) the sport sessions and the coaching.

According to the Oltalom staff, 32 people participated in the job training programmes in 2015. In 2016, 12 participants received individual job coaching through 69 individual job coaching sessions, 10 persons participated in the English class sessions and 39 people received job training.

### **Short summary**

Oltalom Sport Association is a **Sport Plus 1** employability organisation using sport and job coaching. A formal employability programme is organised on an irregular basis as it depends on external funding. Throughout the year, most support is provided by the job coach in individual or small group sessions or a competence programme organised once a year. Oltalom Sport Association does not provide specific qualifications.

### **Main programme elements**

- An open access employability programme
- Participation in sport and the international tournaments as an incentive
- Individual choice to participate in the employability component
- Opportunity to participate in yearly sessions focussing on social and employability skill development

#### **1. Recruitment**

Social skills and employability support is provided upon request to NEETs and various vulnerable people (unaccompanied minors, refugees), who participate in sport sessions organised at various sport grounds in Budapest.

#### **2. Diagnostics and individual learning plans**

There is no formal diagnosis. Self-reflection is supported by the social workers and the job coach after the sport sessions or by mentoring. Participation in social skills and employability workshops is supported by the staff but is not mandatory.

### **3. Role of sport**

Oltalom uses football as a learning environment for participants. During the training sessions and at tournaments they provide opportunities for youngsters to learn about teamwork, punctuality, conflict management, etc. In some occasions, events are held using the football3 methodology. Social workers are present at these sessions and events and communicate intensively with the participants on a variety of issues. Participation in national and international football tournaments is used as a stimulus to engage youngsters in other activities and to support good conduct. Participants can take part in these tournaments if they meet specific requirements (e.g. regular attendance to the training sessions; coming to English class; start looking for a job or start to go (back) to school).

### **4. Social climate**

The sport coaches and social workers create a social climate in which supportive relationships are amicable, but professional.

The overall programme process of Oltalom Sport Association reflects elements of Pawson's programme theory for youth mentoring.

- Creating a trust relationship between sport coaches, social workers and participants through sport and football. Participants are motivated by the opportunity to be selected for a football tournament.
- Social workers make contact with youngsters during or after the football training sessions and encourage them to talk about private matters (e.g. personal feelings; social relations; situation at home, school; employment issues; etc.).
- One-on-one mentoring is then set up with the youngsters attempting to accommodate their specific needs.
- Through contacts with the social workers after sport sessions, participants reflect on the aspirations and the steps necessary to achieve these ambitions (i.e. skill development by the job coach of Oltalom, redirected towards educational institutes).

### **5. Employability components**

Oltalom emphasises the importance of having their participants at least finish their secondary education to increase their employability. Through the collaboration with a nearby night school, participants can have an adapted programme to allow them to get an educational degree. As Oltalom also has a partner for vocational education (the John Wesley Theological College), located in the same building as the Oltalom Charity Society and Sport Association, they provide opportunities for participants to engage in further education.

The impact of the sport programme is based on the interaction with sport coaches and social workers. The contribution to employability has been more focussed since September 2016 with the appointment of the job coach. She organises English classes and CV and interview training sessions to small groups.

## **6. Work experience and work place**

Work experience and work placement is not a part of the programme, even though participants can volunteer in the shelter of Oltalom Charity Society. According to the staff of Oltalom Sport Association, not obtaining but holding a job position is the major challenge for their participants.

### **3.5 Sport 4 Life (United Kingdom)**

#### **Introduction**

Sport 4 Life was founded in 2006 as a small community sport programme in Ladywood (Birmingham). In 2010, Sport 4 Life changed its strategy to become a sport for employment organisation across Birmingham. Using sport as an engagement tool for more tangible outcomes made it easier to obtain funding.

Sport 4 Life provides two sports-themed personal development programmes for young people aged 12 to 25: (i) a TEENS programme focussing on social and life skill development, with the aim of improving educational performance and avoiding the status of NEETs and (2) a 5-week NEETs programme, focusing on employability and personal development. The latter is the focus of our analysis. During the programme, participants do not need to meet the job searching targets from their job centre as the programme is regarded as equivalent to job seeking. The programme is designed to equip NEETs with a combination of soft and hard skills, such as CV writing, job interviewing, job searching and two externally accredited qualifications (which contribute to a CV). Currently, the NEETs programme is a 5-week (3 days/week from 10am-4pm), complemented by eight one-on-one mentoring sessions for a period of a year. The programme is delivered at three locations: Ladywood/Aston, Sparkbrook, and Washwood Heath. In February 2017, Sport 4 Life started with a girls-only programme in Washwood Heath.

The Sport 4 Life NEETs programme places a strong emphasis on self-reflection and self-diagnosis of strengths and weaknesses. This establishes a strong self-development and employability focus from the start of the programme. In particular, this is enabled via the requirements of the two externally accredited qualifications ('Level 1 Sports Leadership Award' and 'Entry Level 3 Life & Living Skills') which require self-diagnosis of strengths and weaknesses and the recording of learning and development throughout the programme. In addition, participants complete the 'Outcome Star', a suite of tools for supporting and measuring change when working with young people. It is intended to engage participants, stimulate and focus discussion and provide the basis for goal setting and action planning. It identifies six goals and traces participants' progress to their achievement during the programme worksheet. It also includes an individual 'Action Plan' which requires participants to identify priority areas for development and the actions that will be taken by specific dates

In addition, the programme starts with a 'town task'. Like a treasure hunt, this requires participants to use their initiative and act as a team to achieve pre-set objectives in an exploratory journey in central Birmingham. Also, as part of the 'Entry Level 3 Life and Living Skills' qualification, participants complete a community-oriented 'social action activity' in week 3 and week 4. They decide the nature of the project and are responsible for negotiating with local organisations and organising, delivering and evaluating the activity.

The overall programme consists of employability workshops, structured sport sessions, formal mock interviews with an external employer, one-to-one mentoring sessions. The programme gradually evolves from a life skill programme (focussing on soft skills like leadership, communication) during the first weeks to a more focussed employability programme in the last weeks of the programme (CV writing, mock interviews). When participants have completed the programme successfully, they receive a £100 scholarship to invest in their further development or additional qualifications. At the end of the programme, participants still have eight additional one-to-one mentoring sessions which they can take up after the programme.

### **Performance measurement and reporting**

Sport 4 Life has a detailed systematic approach to M&E aimed at the development and improvement of their programme. The centrality of two formal externally validated qualifications and the ongoing evaluation of the Outcome Star all require constant monitoring and discussion of participants' progress.

A Project Register, broken down into weeks and sessions is used to record attendance. It also records the key M&E moments for each participant to track their progress – completion of Registration Form, completion and two reviews of the Outcome Star and their completion of an Evaluation Form halfway through and at the end of the programme plus an end of programme Feedback Form. The Project Register is uploaded regularly onto an online system Views and is subject to monthly checks.

The **Registration Form**, records data on several personal background questions and possible obstacles to employment:

- exclusion from school,
- criminal record,
- if they suffer from issues of confidence, anger and mental health,
- if they live in care,
- if they are asylum seekers,
- if they have been a teenage parent,
- alcohol and tobacco use.

The **Mid-programme Evaluation Form** asks respondents if taking part in the programme had:

- improved their confidence and self-esteem,
- kept them out of trouble,
- improved their health and fitness,
- improved their behaviour and attitudes,
- ceased committing offences,
- if they had gained a qualification,
- re-engaged with education, employment or training.

This Evaluation Form is then repeated at the end of the programme to enable participants to reconsider their previous answers.

The **Feedback Form**, completed at the end of the programme, asks:

- Why did they join the programme?
- What free incentives would make them more likely to attend the programme?
- What were their favourite aspects of the programme?
- What would make the programme better?
- How would they rate the best aspects of the programme?
- 'Since starting the programme I feel more confident in achieving my goals in education and employment': strongly agree to strongly disagree.

In addition, young people are selected by staff to form the basis for an in-depth case study. They are selected from a variety of backgrounds. For example, those who have overcome adversity and barriers as recorded in the Registration Form (low self-esteem, a criminal record, mental health issues), and achieved a demonstrable positive outcome (re-engaged with education, employment, training, or that they are able to do something as a result of overcoming their adversity and barriers). Via a face-to-face interview, a case study form collects a wide range of information via a series of fixed choice and open-ended questions:

- Improved confidence, self-esteem and life skills?
- Improved health and well-being and achieved through sport?
- Improved their behaviours and attitudes?
- Positively involved in building a stronger community?
- Gained a qualification?
- Gone from being NEET to finding employment?
- Gone from being NEET to re-engaging with education and training?
- Describe difference between life before and after involvement in project
- What has the project enabled you to achieve?
- What impact has the project had on your life?
- What were the most enjoyable and inspiring parts of the project?

Sport 4 Life has a comprehensive M&E system which closely tracks and records participants' progress throughout a programme which consistently requires participants to evaluate their own performance and development.

### **Short summary**

Sport 4 Life is a Sport Plus 2 programme which specifically targets NEETs and emphasises the centrality of employability, which is reinforced in all components of the programme.

### **Main programme mechanisms**

- A 5-week intensive employability programme reinforced by sport using two formal qualifications.
- Sport, qualifications and employability support attract participants to the programme.
- Sport is used as a key medium to develop social skills.

- There is a systematic M&E and self-assessment process included in the programme.
- Participants need to deliver a community-oriented and self-assessed social action programme.

### **1. Recruitment**

Participants are usually NEETs who are selected on the basis of specific background information collected by a registration form.

### **2. Diagnostics and individual learning plans**

A strong emphasis is placed on the sustained development of self-awareness and critical self-evaluation via the requirement for participants to undertake two externally validated qualifications – level 1 Sports Leadership and Entry and Level 3 Life and Living Skills. Both require the completion of assessed tasks and a workbook which requires participants to identify their strengths and weaknesses and their progress throughout the programme. In addition, the Outcome Star identifies goals and monitors progress towards their achievement. This approach is central to personal development and employability because:

- It reinforces that, although this is a sports-based programme, its focus is on employability. Consequently, all aspects of the programme, including sport, are viewed in terms of contributing to this outcome and the two vocational qualifications.
- It provides participants with specified goals and focus and encourages them to become self-aware of the nature and relevance of required skill development and their progress.
- It encourages self-reflection and self-awareness and contributes to a more mature view of personal strengths and weaknesses and how they might be viewed by potential employers. It is probably the first time that many of the participants have been required to do this.

### **3. Role of sport**

Although sport is used to attract participants, the Sport Plus programme is systematically focussed on employability. Various sports are provided: football, basketball, hockey, boxing, rock climbing, raft building. Sport sessions are integrated with and mutually reinforce the issues addressed in employability workshops. Integration is assured by employability workshops and sport sessions both being delivered jointly by the sport coordinator and project assistant. Sport is used to support and reinforce the employability content of workshops via an experiential learning approach which emphasises the soft skills of teamworking, time management, conflict management, communication skills, problem solving and leadership. It was indicated that such an approach is effective for those who are less academically oriented.

### **4. Social climate**

The social climate is one of critical support in which supportive relationships are amicable, but professional – befriending, but not being a



friend. The approach is to encourage independence and enable participants to deal with issues openly and honestly.

The overall programme process of Sport 4 Life reflects elements of Pawson's programme theory for youth mentoring.

- **Befriending.** This is the affective process of the social climate of creating bonds of trust/sharing of new experiences. This enables the mentee to recognise and accept the legitimacy of other people/perspectives and judgements – central to the self-presentation aspects of employability.
- **Direction-setting.** This is the cognitive process of promoting self-reflection via discussion of alternatives - reconsider values, loyalties and ambitions. This is achieved via the Entry level 3 Life and Living Skills and Entry level 1 sports leadership components, plus the Action Plan which identified priority areas for development and the actions that will be taken by specific dates.
- **Coaching.** This is an aptitudinal approach and involves coaxing/cajoling the mentee to acquire skills, assets, credential needed to enter the employment market. In part this relates to the content of the programme with its emphasis on both soft and hard skills - supported and directed by the two externally validated qualifications and the Outcome Star.
- **Sponsoring.** Sport 4 Life does not sponsor participants into employment, although they can arrange interviews with some employers.

Although Sport 4 Life does not guarantee employment, it still provides ongoing support, with participants able to access 8 additional one-to-one mentoring sessions after they leave the programme.

## **5. Employability components**

The programme gradually evolves from an early focus on soft skills (e.g. leadership, communication, teamworking) to a more focussed employment-related programme with CV writing, discussion of interview techniques and mock interviews used to prepare participants for the work of work.

There is no guarantee of employment, although assistance can be given for job searching and interviews can be arranged with some employers.

## **6. Work experience and work place**

There is no work experience or work placement provided in the 5-week programme.

### 3.6 UFEC/INSERsport (Spain)

#### Introduction

INSERsport (i.e. insertio laboral) is a programme by the Catalan Union of Sport Federations (UFEC). INSERsport started as a pilot project in sailing in 2015. The project supports vulnerable young people to qualify as a basic level coach (assistant instructor) or referee in a specific sport, with the support of the regional sport federations. The level of engagement in the programme differs between federations.

With the cooperation of 25 social organisations and the administration DGAIA (Child Care Department) and DGJJ (Justice Department) in the region of Barcelona, young people between 16 and 25 years old are registered in the first level qualification training programme of seven regional sport federations. Both the programme for basic level coach and the programme for referees provide training programmes which include theoretical workshops and practical sport sessions on sports coaching. Some sports only provide a basic level coach qualification (m) or a referee (r) qualification (basketball (r), volleyball (r), tennis (m), mental disability sport (m) and sailing (m)), other sport federations combine both courses (table tennis and wrestling). In most sports, this encompasses 50 hours of theory and around 100 hours of practice.

In a four-month training programme beginning in March, the participants take part in theoretical and practical sessions in a specific sport, guided by a sport coach from the federation or a sport club. These sessions are organised two or three times a week. The programme will end in June so graduates can find work as a basic level coach in summer sport camps or in September as a referee when the sport competitions start. Additionally, there is one part-time social worker who provides a social workshop once a week to all participants. As an adolescent, the social worker participated herself in a community sport sailing programme (in the sailing club included in the INSERsport programme). The workshops include 10 different sessions based on four specific themes:

- **Personal development.** Self-esteem and self-concept, motivation of the participants, confidence and gender equality
- **Social and communication skills.** Empathy, active listening and assertiveness
- **Emotional management and competence development**
- **Conflict resolution**

Additionally, individual mentoring sessions, information gatherings with the parents, further qualification sessions (i.e. What are the opportunities regarding education or employability after the programme?) and sessions explaining the content and value of the labour contract are provided to all participants. Normally, the social workshop is organised following a practical or theoretical session.

Originally, 100 places were available in the INSERsport programme. 100 young participants started the program, but at the end of the first week only 85 registered. 75 youngsters were registered by the social

organisations and the others derived from the SOC (El Servei Públic d'Ocupació de Catalunya – the local employment service). Most of the participants have a background in sport, but not especially the sport they have chosen. Most of the participants are male.

Based on the pilot study, UFEC believes that around 60 per cent of all participants will complete the programme in June. Those who succeed, will have a part time or a full-time job (during evening hours or during the weekend) as a basic level coach or as a referee. UFEC and INSERsport coordinators see this as a springboard for the participants to access additional training courses in the sport sector. On average, depending on the sport federation, it is expected that basic level coaches will receive €7.5/hour and referees €50/match.

In the sailing club, 10 participants of the pilot projects in 2015 and 2016 are the sport coaches in the INSERsport programme. They have a contract in the sailing club to work on a part time or a full-time basis with disabled people and regular customers from schools and groups during the weekend or the holidays.

### **Performance measurement and reporting**

There is a clear system in place to monitor and evaluate attendance and social behaviour during the courses. Participants are required to attend at least 85 per cent of all theoretical and practical sessions. Additionally, participants are evaluated by the sport coaches, tutors and the social worker on six different criteria on a four-point scale (seldom, sometimes, often, always);

- **Punctuality.** Coming on time, be friendly and gentle
- **Equipment.** Wearing the right clothing and having respect for the sport material
- **Interest.** Following orders and suggestions from coaches and mentors
- **Relations.** Building new social relationships with other participants and professionals from sport organisations and clubs
- **Frustration.** Treating each other with respect and without physical or verbal violence
- **Initiative.** Bringing a positive attitude and new ideas to the course

The coordinator requests a weekly update from the sport organisations on the attendance and behaviour of the participants.

### **Short summary**

INSERsport is a Sport Plus 1 employment programme which specifically targets vulnerable youth and NEETs to support them towards a first job position in sport as a basic level coach or a referee. The programme focuses on obtaining a formal qualification, supported by social skills workshops.

## Main programme elements

- A five and a half-month employment programme
- Obtaining a qualification in sport
- Generic social skills workshops
- Individual exercises and self-assessment in workshops
- A guarantee to a first job opportunity and experience

### 1. Recruitment

Participants were recruited from social organisations working with vulnerable people in the region of Barcelona.

### 2. Diagnostics and individual learning plans

INSERsport does not use a diagnostic evaluation of the participants at the start of the programme, neither does it provide individual action plans. Attendance and social behaviour has been monitored and evaluated during the participation in the various courses.

### 3. Role of sport

Although sport is used to attract participants, the Sport Plus programme is systematically focussed on employment as a basic level coach in tennis, (mental) disability sport, sailing, table tennis and wrestling or a referee in basketball, volleyball, table tennis and wrestling. There is no structural reinforcement of social skills in sport sessions, but participants are taught valuable social skills in the social workshops.

### 4. Social climate

The social climate in the programme differs between sport and social sessions. Some sport sessions are more formal or traditionally organised than sessions in other sports, depending on the experience of the tutor or the federation with vulnerable groups. The social worker organised more informal group discussion supporting an environment of equality and trust.

The overall programme process of INSERsport reflects parts of Pawson's programme theory for youth mentoring.

- **Befriending.** This is the affective process of the social climate of creating bonds of trust/sharing of new experiences. This enables the mentee to recognise and accept the legitimacy of other people/perspectives and judgements. This is done in the social workshops.
- **Direction-setting.** This is the cognitive process of promoting self-reflection via discussion of alternatives - reconsider values, loyalties and ambitions. It also relates to managing expectations and identifying realistic career goals and the development of a 'plan B'. Participants have a clear goal at the start of the programme as they will become a coach or a referee. Alternatives, ambitions and opportunities are discussed in the social workshops and individual mentoring sessions.

- **Coaching:** This is an aptitudinal approach and involves coaxing/cajoling the mentee to acquire skills, assets, credential needed to enter the employment market. In part this relates to the content of the programme with its emphasis on both soft and hard skills delivered in the various sport sessions and social workshops. The sport sessions are provided by coaches from the sport federations.
- **Sponsoring:** This is positional with the organisation advocating/networking with potential employers on behalf of the mentee to provide employment opportunities. INSERsport guarantees employment after graduation during the summer as a coach or as a referee in September at the start of the local and regional competitions. Additionally, UFEC mediates with local clubs for additional coaching opportunities.

## **5. Employability components**

The INSERsport programme is an employment focused programme with a social dimension to support the development of social skills. The programme needs to give participants a first job experience in the sport sector to get them introduced into the labour market. After completing the four-month programme including practical and theoretical sessions, a part-time or weekend job is guaranteed.

## **6. Work experience and work place**

Theoretical and practical sport sessions and a work placement in cooperation with the sport federation prepares the participants for a job as basic level coach or referee. Additionally, the necessary social skills are discussed during various social workshops. A part-time or full-time job during the summer is guaranteed to all participants.

### 3.7 CAIS (Portugal)

#### Introduction

CAIS is a charity, an IPSS (Private Institution for Social Solidarity), established in 1994 to promote and support the empowerment and autonomy of people in a vulnerable situation (e.g. poverty, low level of education, unemployment, homelessness). The activities of CAIS can be divided into two types:

- a nationwide **Street Football Programme**, called 'Futebol de Rua', across Portugal for at-risk youth between the ages of 15 and 26 years
- a **house and work-oriented formation** and animation programme for homeless people (age 20 and above) in two centres (Lisbon and Porto).

The aim of the nationwide Street Football programme is to promote access to sport and to develop soft skills/life skills of socially deprived youth (around 900 yearly). The programme consists of local training sessions and tournaments in collaboration with local NGOs; national events and training camps and international festivals (including The Homeless World Cup). Participants who take part in the training sessions, tournaments and training camps have to take part in soft skills/life skills activities/workshops as well, such as the 'Move' sessions, which are football trainings (3 times a week) combined with social skills sessions. There is also 'Move yourself, make it happen', an initiative that aims to empower professionals (social workers and sport coaches) through different workshops.

In the house and work-oriented programme, CAIS delivers an empowerment programme for participants. Most participants come to the programme because they know about CAIS. Others come from CAIS's partners (such as social security agencies and migrant organisations). This programme consists of personal (life skills) development training; sport and cultural activities (referred to by CAIS as 'occupational activities', such as street football, arts and crafts, theatre, 'street journalism') and educational classes (Portuguese language for non-Portuguese, IT, finances). The occupational activities are delivered by volunteers, the rest is provided by CAIS professionals. Participants also have the opportunity to get vocational education with formal certification. These activities are organised from September through June. Most activities take place once a week. Participants stay with the programme according to their own progress and needs. Throughout the programme, CAIS staff members support participants with social and psychological counselling. In consultation with social workers, 'personal life plans' are designed for each individual. CAIS has also set up a number of social enterprises providing participants with temporary work experiences. Among other things, these include the selling of the monthly street magazine 'CAIS'; a Recycling Atelier and Car Dry Washing.

Although some youngsters involved in the nationwide Street Football programme also participate in the work-oriented programme at one of the centres, it is only a small fraction. Both type of activities can therefore be regarded as separate entities. For the remainder of this case study report, we will focus on the house and work-oriented programme of CAIS because of its stronger employability focus. But as sport sessions within this programme are not obligatory, in this report we will primarily look at the trajectories of participants that are involved in the sport sessions.

Recently, CAIS has started to use 'Play' ('the employability game'), a comprehensive approach aiming to optimise work orientation, which lasts 5 weeks (5 levels). 'Play' consists of an educational part, internships in 'partner companies' and job searching. In the educational part, participants receive training in soft skills (in so-called 'Move' sessions which have a relation to sport) (first 2 weeks) and in social entrepreneurship (e.g. project work in group in the community or in CAIS) (week 3). After that, there is on-site-training through internships in partner companies followed by the employability 'level' (including job searching, CV writing, job interview skills, ...). During this last level, participants are supported by (volunteer) mentors. CAIS calls 'Play' a game ('Play the employability game') as participants are encouraged to work towards the highest level. Play is open for those CAIS participants that are looking for a job. Most of them have also been involved in CAIS's regular programme. Compared to CAIS's earlier approach where educational activities had low attendance rates (because of too academic and mostly in traditional classroom settings), the new approach puts more emphasis on non-formal education for most of the educational activities (e.g. learning with others and by doing). There is also a better link to companies (referred to by CAIS as 'partner companies'). In addition, a more systematic support and follow-up of participants towards employability and employment in (external) jobs is now provided. This is a response to the previous focus on 'in-house' employment opportunities in CAIS's own social enterprises (e.g. magazine selling, ecological car washing). While employment in these enterprises is still provided, because of its limited capacity, CAIS now works together with several partner companies (such as BP), who provide temporary on-the-job training programmes through internships, as well as actual job opportunities. Mentors (mostly volunteers) provide support for entry to the job market (e.g. assisting in CV writing, mock job interviews, job searching and placement, and offer after-care support up to 1.5 years after actual employment). Mentors are trained in coaching methodology by CAIS.

Some activities of the employability programme are mandatory for every participant (e.g. personal and social development), while others are not (e.g. sport or cultural activities). Whether or not participants choose the latter type depends on their own interest. For those that choose sport, there are weekly sessions of Street Football, which is organised throughout the year at the centres. Besides the Street Football training sessions and opportunities to be engaged in events and tournaments, Street Football is also used as a means for soft skill development. To do this, 'Move' sessions, delivered by the 'soft skill trainer'/'social animator'

(social worker), use non-formal learning methods with an emphasis on group dynamics (games, role-play) to introduce and practice soft skills (e.g. team play, respect, self-awareness, conflict resolution skills), which are then implemented during the actual football training sessions delivered by a sport coach (volunteer). The social worker and the sport coach work together on the same topics.

CAIS staff reported the added value of having sport included in the programme.

*"Sport is a bonus. It is something we as social workers have to be more aware of. We have to be open-minded and forget about the old models: we with the clients in a room and talking about life goals. It is so boring for them. But when they are outside and in an informal setting such as in sport, they are much more relaxed."*  
(social worker)

*"I think sport is something special, because more participants are going there ... They are the most active ones as they participate in many other CAIS activities. ... They gain a lot of skills and confidence through sport which helps them with the other things."*  
(project manager Play Programme)

Central to the approach in CAIS is the use of so-called personal 'life plans' for each participant. These plans are constructed at enrolment and are the guiding principle for the actual work with the participants. A template is used to write the life plans, which include the goals, the tasks needed, the people involved and timing.

*"We develop a life plan with them. 'What are their goals?'; 'What is needed to get there?'. And we work together to reach these goals. And for that they can do activities here. They can do the football, the Portuguese classes, the IT courses. It is like a journey"* (social worker).

The life plans are developed in close collaboration with the participants. The personal situation of the participants (such as educational level, housing condition, financial situation, employment status, social network, health condition) and their goals will determine their individual pathway during the programme and consequently the activities that are delivered to them.

*"It is like a deal between us and the people. If it makes sense for them to work on Portuguese, they go for it. Sometimes we see that they are in need of something, but they don't see it. So, we talk to them and we try to convince them. But it is very important to us that they participate in the whole process. It only makes sense if the person sees that: 'I'm doing these things because it is useful'."*  
(social worker).

Because of the difficult personal situations of participants, there is a degree of flexibility built in the life plans (e.g. extension of the deadlines). If needed, plans are adjusted.



## **Performance measurement and reporting**

CAIS has an M&E scheme and uses different indicators, labelled as 'result indicators' (e.g. number of people that get a job; participants' attendances at activities); 'process indicators' (e.g. number of specific sessions; type and nature of referrals) and 'impact indicators' (i.e. the extent to which CAIS achieves the general objectives of their work). The latter type refers to the level of soft skill development, which is done through self-assessment. It also refers to participants' level of autonomy evaluated by the social workers. Different levels of autonomy are defined, such as: 'mobility' (e.g. "I can go to social security or the doctor alone"); 'house' (e.g. "I have a home", "I can pay for my house"); 'school' ("I go (back) to school") and 'job' ("I have a job"). The impact factors relate to the personal 'life plans' of participants. They also allow a systematic follow-up on the progress that is made. Social workers have regular (formal and informal) meetings with the participants to reflect on their progress. The frequency of the formal contacts between the social worker and participants depend on the individual needs. With some participants, there are daily (informal) contacts as they have their lunch at CAIS. On the formal level, there is self-assessment for participants through which they are asked to reflect on their progress and the extent to which they have learned different skills. Participants can see their own progress that is made visible on a specific website page.

## **Short summary**

CAIS is a Sport Plus 2 programme using non-formal education as a mean to increase the level of autonomy of the participants, including employability.

## **Main programme elements**

- A Sport Plus 2 programme providing social workshops with a focus on employment
- An employment programme for homeless people including temporary employment opportunities
- Sport supports soft skill development, but it is not obligatory in the programme
- Development of personal life plans supported by regular meetings with social coaches

### **1. Recruitment**

CAIS targets vulnerable people living in the neighbourhood of the organisation.

### **2. Diagnostics and individual learning plans**

Personal life plans are the guiding principle for CAIS's actual work with their participants. These plans include personal goals, tasks needed, people involved and timing. To facilitate participants' trajectory towards reaching their goals, CAIS makes use of an individualised support system including intense personal follow-up for each participant by several professionals (social workers). Participants are also encouraged to reflect on their own progress.

### **3. Role of sport**

Within the 'Play' programme, sport sessions (mostly street football) are primarily used to train soft skills that are introduced during the 'Move' sessions (Sport Plus 2). Among other things, these skills include teamwork, respect, communication, self-awareness and conflict resolution. To align the content of both types of sessions, the sport coach works closely together with the social worker.

### **4. Social climate**

Participants refer to CAIS as a second home. They feel welcome and develop a relation of trust with the participants. Mentoring in CAIS is done on different levels. Professionals (social workers) provide individual and/or group support. They also have external volunteers, who are responsible for the 'occupational' activities (including sport and cultural activities) and job-related activities (assisting in CV writing, mock job interviews, job searching and placement, and after-care support after actual employment). The overall mentoring approach of CAIS is characterised by the creation of a social climate through supportive relationships. It thereby reflects elements of Pawson's programme theory for youth mentoring (i.e. befriending; direction-setting; coaching and sponsoring).

## **5. Employability components**

Those participants that focus on increased employability (as a form of autonomy) are enrolled in the Play programme. This programme is designed to systematically provide participants with more employability skills and consequently more autonomy (through educational (soft skills) training, involvement in in-house social enterprises, on-the-job training in partner companies and employability skill training, such as in relation to CV writing, job interviewing, job searching).

## **6. Work experience and work place**

CAIS has set up a number of social enterprises which provide participants temporary work experiences (e.g. magazine selling, ecological car washing). They are, however, not considered by CAIS as real jobs. The only exception is for some of the oldest participants with very limited chances to get a job elsewhere because of their age.

### 3.8 Sport dans la ville (France)

#### Introduction

Sport dans la ville is a non-profit sport organisation located in Lyon which was founded in 1998. The charity organisation provides different sport programmes focussing on the social and professional integration of young people. Sport dans la ville organises sport sessions at various locations situated in 23 locations in the area of Rhone-Alpes (Lyon, St Etienne and Grenoble) and 9 locations in Ile de France (Paris). The sport sessions are organised from September to June, but everybody can join in anytime during the year. Sport dans la ville installed standardised football or basketball pitches in these neighbourhoods. Specific sport sessions are organised on Wednesday afternoon and Saturday (all day) for various age categories between 6 and 25. These sport programmes focus on having fun and good social behaviour.

Afterwards, participants who show good behaviour in these sport sessions are invited to participate in holiday camps or international exchange programmes and to participate in local football competitions at the main sport facility of Sport dans la Ville. Sport dans la ville organises summer and winter camps and exchange programmes to the USA, Brazil, India and England. These trips are seen as an opportunity to open horizons and to improve personal development. Both the football competitions and the camps are seen as a reward for good behaviour.

The sport programme of Sport dans la ville is a way to get in contact with youth in specific neighbourhoods. For each sport court, there is a sport coordinator responsible for the sport programme organised at each ground on Wednesday and Saturday. The activities are organised for different age categories. Each coordinator is responsible for two or three sport grounds in the area. At the moment, there are 6 sport coordinators in Lyon for almost 15 sport grounds. The participation level varies between locations. One of the most popular locations can attract 250 participants on a Saturday. They organise the sport sessions in cooperation with local sport coaches. Sport dans la ville uses especially football (twice a week), but also tennis and dance for girls in L dans la ville (once a week). Additional to the contact with the children, each sport coach needs to make at least 100 visits to the parents of children.

*"The parents see us playing and doing sports with their children on the different fields, but we do much more. That's why we talk to parents as well. We help young children, how they are doing on school, how we can help to find a job or an internship, go with us to visit specific organisation... We tell the parents we are a serious organisation and we do more than sports" (sport coordinator).*

Furthermore, there are social workers in the organisation who support young people with daily support and specific questions or support they would like (working on their CV, working on a computer for school, ...). Sport coaches refer to these social workers and opportunities during sport sessions. Additionally, during school holidays, Sport dans la ville organises

job interview workshops (i.e. like the Decathlon session we participated in) or visits to specific companies.

Additional to sport sessions and the support provided by social workers, four social programmes are organised by Sport dans la ville:

- **Job dans la ville.** The employability programme which is based on different supporting activities:
  - the individual support and mentoring from a sport coordinator ('responsable d'insertion'),
  - a mentor or company companion which is an associate from a local organisation who shares his or her professional experience from the working environment with the participant,
  - visits of firms and training centres to discover new professional environments,
  - different training sessions to develop employability skills,
  - sponsorship and work placement opportunities (internships, working in a firm, CDD (contrat à durée déterminée), CDI (contrat à durée indéterminée), summer jobs...)
- **L dans la ville.** The programme that supports young women (>11 years old) by a dance programme, cultural activities and an exchange programme. Participants of L dans la ville can also participate in the Job dans la ville programme.
- **Apprenti-bus.** The project initiated in 2007 to support youth who aim to create an own firm by providing a training programme from a business school (4 months), the support from a professional manager and lodging in the offices of Sport dans la ville during the first year.

In this report, we focus on the analysis of Job dans la ville programme provided in Lyon because of its orientation to employability.

### **Performance measurement and reporting**

There is no individual development plan or an impact assessment, nor a follow-up of employment in an aftercare programme. Participation in sport sessions and workshops is recorded, but not used for analysis or evaluation. The individual progress is discussed by sport coaches and coordinators in the organisation during weekly meetings. Every 3 months the sport coordinators and sport coaches meet to discuss the attendance and participation at various sport courts.

Yearly, Sport dans la ville has to report on their activities especially to the local council, who provides financial support for their activities. However, most of their resources (75%) come from private funding.

### **Short summary**

Job dans la ville is a Sport Plus 1 employability programme using sport to attract participants and providing workshops and various activities (i.e. CV

and interview training, a mentor from the local employer, company visits) in a second stage to introduce participants into the labour market.

## **Main programme elements**

- An open access employment support programme
- Sport is used as an attraction and to support social skill development and social relationships between coaches and participants
- A mentor from a local employer to introduce participants into a labour market environment
- Workshops provided to develop employability factors, not reinforced by sport

### **1. Recruitment**

The sport sessions of Sport dans la ville (football, basketball, tennis and dance) are used as way to get young people involved in the organisation and to strengthen their social skills. These sessions are organised on Wednesdays and Saturdays at various sport grounds in the area. Afterwards, participants are recommended to participate in the Job dans la ville programme.

### **2. Diagnostics and individual learning plans**

There is no individual development plan or an impact assessment, nor a follow-up of employment in an after-care programme. Participation in sport sessions and workshops is recorded, but not used for analysis or evaluation.

### **3. Role of sport**

Sport (football, basketball, tennis and dance) is used as an attraction to get people involved in the organisation. Good behaviour during these sessions gives them the opportunity to participate in football tournaments with other participants of the programme and access to learning and employability support.

### **4. Social climate**

There is a strong motivational environment for young people to progress through the various workshops and supporting structures provided by Sport dans la ville. Participants talk about the staff that are trustable and genuinely interested and supporting their personal development.

The overall programme process of Sport dans la ville reflects Pawson's programme theory for youth mentoring:

- **Befriending.** This is the affective process of the social climate of creating bonds of trust/sharing of new experiences. This enables the mentee to recognise and accept the legitimacy of other people/perspectives and judgements. This is strongly supported during sport sessions, educational and cultural visits and summer camps.
- **Direction-setting.** This is the cognitive process of promoting self-reflection via discussion of alternatives - reconsider values, loyalties

and ambitions. This is achieved via the employability workshops, individual mentoring from sport coordinators and the company mentor who provides them an insight in his or her professional life.

- **Coaching.** This is an aptitudinal approach and involves coaxing/cajoling the mentee to acquire skills, assets, credential needed to enter the employment market. Soft skills are coached at the sport grounds and during the Job dans la ville programme. As some participants stay involved for many years, they build a strong relationship with the staff.
- **Sponsoring.** This is positional with the organisation advocating/networking with potential employers on behalf of the mentee to provide employment opportunities. Sport dans la ville supports participants with regular vacancies, company visits, CV and interview training sessions during the holidays and supports to work placement or an internship.

## **5. Employability components**

Job dans la ville facilitates training and professional integration through individual mentoring, visits of businesses and training centres and internships. The organisation provides different ways to connect to the labour market. There are no details about the number of hard outcomes that the programme provides.

## **6. Work experience and work place**

Participants are introduced in the labour market by in-house volunteering, company visits and internships. Sport dans la ville cooperates with schools or provides internships on their own in cooperation with local firms.

### **3.9 Bewegen naar werk (Netherlands)**

#### **Introduction**

Bewegen naar werk ('Moving to Work') is a sports-based programme for job seekers to get back into work and into society. Starting in 2013, the sport programme is organised by Rotterdam Sportsupport, the sport foundation of the city of Rotterdam that supports sport clubs and (social) sport initiatives in Rotterdam. The programme focusses on unemployed people to get them physically active. The participants sign a commitment with the local government to take part in a programme in return for the financial benefit they receive from the local government (i.e. participation in a programme is part of their reciprocal service). Apart from this sport programme, unemployed people can choose another job-programme as well. Once participants are more active and have more structure in their personal life, the programme also provides support in terms of health, social well-being, financial management and especially employability.

In Bewegen naar werk, unemployed people who receive financial benefits from the local community, participate twice a week under the guidance of professional coaches. A sport coach organises the two-hour sport sessions. Afterwards, a social coach provides advice and support in the area of nutrition, personal development, behaviour, self-reliance and stress management. Normally, the programme lasts between 6 and 9 months to get people into work experience (some people receive a 3-month extension). However, as this is an open access programme, people come in and graduate from the programme after various periods of time.

The purpose of Bewegen naar werk is to bring job seekers (people who receive an unemployment benefit) into motion. After participating in the programme, they should be motivated and physically and emotionally able to get started at a 'work experience place' (WEP) or to find a regular job. A WEP is a temporary work placement to get experience of being at work. People in a WEP receive a small reimbursement and do not perform regular work, but are supported to gain experience in an organisation. A WEP allows participants to build work experience for 32 hours/week and can last for 3 to 6 months. Then the participant should be able to progress to a regular paid job. During individual mentoring sessions with the social workers, they make an estimation of the support and short-term goals of each participant (e.g. targeting a WEP or a real job during the programme). Additional support (i.e. sending CVs to organisations, difficulties with work consultant) is discussed by e-mail or telephone when necessary.

In addition, Bewegen naar werk deals with issues of loneliness and offers the participants opportunities to become a volunteer and other ways of self-development.

The sport sessions in Bewegen naar werk are low-threshold physical activity interventions focusing on the physical development of the body, including cardio and power training. Different sports are played (volleyball, football, basketball) during the sessions, adapted to the physical capacity of the participants. Additional to the sport programme, workshops,



courses and homework/assignments are provided following the sport sessions:

- **Nutrition:** focus on healthy food and drinks
- **Behaviour:** interaction with others, attitude, feedback, interview training ... A training actor (i.e. who is also social worker in the programme) helps participants to practice interviews and specific professional situations.
- **Stress:** how to recognise and to prevent stress? Participants learn to develop a hobby, what they like to do, what makes them happy. A partner organisation (Indigo) provides different sessions on this topic.
- **Development:** Where are you now and where would you like to be within one year?
- **Volunteering and work experience:** different organisations visit the training sessions to provide information of work experience places for participants. The social worker encourages participants to take up voluntary work during the programme and gives them access to the website to assign to work experience places.
- **Homework and assignments:** small tasks participants need to complete (e.g. keeping a food agenda, looking for 3 examples of organisations where they would like to work, ...).
- **Handle money:** workshops provided by a voluntary organisation of the local council.
- **Language courses:** there is a Dutch language teacher available for individual support after the sport sessions.

The session is provided twice a week (Tuesday and Thursday) for two groups in a morning (9-12am) or an afternoon session (12-4pm). Before the two-hour sport session, people can have a coffee or tea. After the sport session, fruit is provided to participants.

### **Performance measurement and reporting**

There is no structural diagnosis of personal circumstances. Work consultants of the local council refer participants to the programme. These consultants send only a limited amount of information, in most cases only contact details, to the staff of Bewegen naar werk.

The organisation uses follow-up surveys of participants of Bewegen naar werk regarding the progress of the participants on different topics. Participants are questioned both at the beginning and the end of the programme about their health (e.g. their habit of drinking water), sport background, smoking and drug use, living conditions, social network, hobbies and experience as a volunteer.

### **Short summary**

Bewegen naar werk is a Sport Plus 1 employment programme which supports unemployed people and NEETs into a work experience place.

They see sport as a means to get people more active and engaging. After each sport session, a social workshop is organised.

## **Main programme elements**

- 6-months employment programme with compulsory attendance
- Focusing on employment (which includes gaining work experience)
- Sport is used to support the psycho-social development of the participants: a more active lifestyle and experience their talents and limitations in sport. Sport is not used to reinforce the social and employability skills dealt with in the workshops.

### **1. Recruitment**

All participants are referrals from the employment service of the local council. In return to the financial benefits they receive, they have to participate in an employability programme. *Bewegen naar werk* is one of the suggestions offered to this group.

### **2. Diagnostics and individual learning plans**

There is no individual learning plan or specific programme outline in *Bewegen naar werk*. Participants are mentored on an individual basis and need to set a specific goal during each month on which they discuss with the social workers. Based on the partnership agreement with the local council, each participant needs to participate in a WEP or regular work at the end of the programme.

### **3. Role of sport**

*Bewegen naar werk* combines sport sessions, focusing on strengthening social interaction and to promote physical activity among the participants with various workshops to improve social and employability skill development to encourage participants to engage in a work experience place or a (regular) job. The sport sessions include low threshold physical activity interventions and various team sports (volleyball, football, basketball). The sport sessions are not used as a learning environment nor as a mean to develop employability skills. During the sport sessions, people interact with other participants, learn about teamwork, and have a pleasant time being active. Both participants and coaches refer to the social value of sport and the bonding process between the participants during the sport sessions.

### **4. Social climate**

The sport coach and social workers create a supportive environment for the participants to re-engage in work or a work experience. Both participants and coaches are aware of the individual responsibility of the participant to progress: physically during the sport sessions, socially by the workshops and the mentoring. For some participants, the programme and the sport sessions are a way to deal with loneliness. The social workers and the sport coach are present at the different sessions and workshops.

The overall programme process of *Bewegen naar werk* reflects elements of Pawson's programme theory for youth mentoring;

- The sport coach builds shared experiences among participants during the sport sessions. These regular group activities make people physically more active and a pleasant time being active.
- Individual mentoring and the social workshops provide moments of self-reflection and discussion on various social skills.
- Active role-play and employability support challenges participants to strengthen communication and interview skills.

This programme is part of the reciprocal service job seekers have to conduct when they receive financial benefits. Once participants have engaged in work during a regular job or a WEP, the local council (i.e. the department work and income) provides ongoing or additional support.

### **5. Employability components**

According to the programme coordinator, this programme is organised for people who are far away from the labour market and does not provide a sustainable outcome for all participants. The programme focuses on CV, interview training and building work experience during a work placement or a (first) regular job. As a consequence, both social skills and employability skills are addressed during the workshops or individual mentoring sessions.

### **6. Work experience and work placement**

All participants have to find a work placement or a regular job within 12 months. Most participants find access through the labour market through a WEP. Only a small group of participants are employed during or at the end of the programme.

### 3.10 Albion in the Community (United Kingdom)

#### Introduction

Albion in the Community (AITC) is the charitable arm of the Brighton & Hove Albion Football Club. The Charity runs 61 different programmes in areas like health, education, social inclusion and employability.

The employability programme of Albion in the Community is Albion Goals. This programme offers free weekly football sessions alongside lifestyle and job skills workshops. Participants are often referred by their job centre as the aim of Albion Goals is to help unemployed and vulnerable adults (16-50) to improve not only their mental and physical wellbeing, but also to improve their job prospects. Additionally, Albion in the Community uses mini-buses to pick up participants in various shelters and social homes in the area of Brighton.

The participants in Albion Goals benefit from the regular football sessions, which are used for bonding and the development of social networks. The participants include many who were previously unable to do regular exercise. Some have historic alcohol or substance misuse issues while others either cannot afford to join local sport clubs or lack the confidence to turn up to sessions on their own.

Albion Goals uses the incentive of free football to help players to develop social skills that can be developed on the pitch and, hopefully, transferred to everyday life. The skills include teamwork, discipline, communication, confidence and time-keeping. At various intervals throughout the year, Albion Goals organises workshops that focus on communication skills, CV writing and interview techniques and the coaches mentor the players, helping them identify potential jobs or suitable qualifications to work towards.

Other sessions focus on improving each player's mental and physical wellbeing, providing healthy eating advice, supporting them to reduce or stop smoking and drinking, or helping them to access local mental health services.

Albion Goals uses the incentive of free football to develop social skills and support participants to participate in workshops and gain various qualifications. The programme includes various external validated qualification courses:

- **An Employability Development programme:** An employability based programme with an option of volunteering included in a variety of accredited courses, e.g. Level 2 Award in Community Sports Volunteering aimed at NEETs with a chance to progress onto apprenticeships or a full-time qualification programme.
- **Level 1/2 Certificate in Employability Skills:** A practical course to help people find employment. Participants learn to understand motivation, how to keep improving, how to present information set targets, manage their time and take part in projects. The programme focuses on the vital skills for maintaining employment.

- **Level 1 Award Sports Leadership:** This is an accredited course providing the basic skills and experience required to develop and lead a simple sport activity for small groups. The course focuses on practical work, developing leadership skills, fair play in sport and the role of officials.
- **Level 2 Certificate in Understanding Nutrition and Health:** A course providing knowledge on physical health, wellbeing and nutrition advice. Participants on this course need to plan, prepare and implement their own exercise and nutrition plan.
- **Level 2 Certificate in Fitness Instructing:** A qualification course providing potential employers with evidence of an individual's competence in fitness instructing. The course includes learning how to support clients taking part in exercise and physical activity, outlining the principles of exercise, fitness and health and advice on how to plan gym-based exercise.
- **Level 3 Certificate in Personal Training:** Completion of the course allows participants to work and register as a personal trainer. The course includes units on designing programmes for clients, developing personal training sessions and applying the principles of nutrition to physical activity.
- **Level 2 National Vocational Qualification Certificate in Spectator Safety:** A qualification course to become a matchday steward at Brighton & Hove Albion FC.
- **An apprenticeship:** Apprenticeship opportunities are provided for people aged between 16 and 24. Besides in-house apprenticeships at Albion in the Community, placements are also offered in various organisations and businesses within Sussex.

All these courses are organised and delivered by staff of Albion in the Community. Additionally, the two-day 'Get Ready to Work' programme is an open access two-day workshop aimed at the local unemployed community. Both participants of the Albion Goals programme and external claimants can enrol. Participants take part in workshops, group sessions and have one-to-one support from professionals at American Express to help build their CVs and improve their employability.

Participants are also offered one-to-one mentoring throughout the week via home visits, social media (Facebook) and careers events in which participants meet with Albion in the Community coaches.

### **Performance measurement and reporting**

The Albion goals programme is based on free football sessions and the organisation of certificated qualifications. These qualifications are organised at various intervals throughout the year, based on the availability of external funding, the capacity of the staff to organise the qualifications and the availability of participants appropriate to participate in the course. In other words, staff of Albion in the Community invites participants who are ready to attend a specific course to participate.

During the football sessions, attendance is noted from all participants. Additionally, participation in workshops and courses is noted in a digital database called 'substance views'. It records the participation in workshops, football sessions, qualifications and personal issues of each participant. But there is no formal personal development plan or progress report from each participant to evaluate progress. However, progress is recorded via the formal reporting requirements of the various certificate courses (which is supported by staff).

The Albion Goals programme has successfully engaged with a record 741 unemployed participants in the last 2 years, providing pathways back to work. According to Albion in the Community,

*"as a result of delivering post-football support, more than 65% of participants were referred onto a progression or pathway (qualification, information and guidance, or employment). Delivery of accredited and life-skills qualifications also meant that 80% of enrolled participants were given more tools to become employable. More than 60% of participants returned to work, or found employment for the first time".*

Furthermore, they deliver regular football sessions to an increasing number of unemployed adults participating in football to a two-year figure of more than 700.

### **Short summary**

The Albion goals programme of Albion in the Community is a Sport Plus 1 employability programme using the attraction of football and a professional club to organise formal qualification for NEETs to improve their employability.

### **Main programme elements**

- An open access programme providing formal qualifications
- Intense personal interaction between participants and coaches
- Sport as psycho-social development and employability skills
- The professional club (Brighton) is used as an attraction to various participants

#### **1. Recruitment**

Participants are recruited through local job centres. Other vulnerable groups or people willing to participate can take part in the football sessions and different workshops or qualifications.

#### **2. Diagnostics and individual learning plans**

There is no structural formal evaluation or diagnosis of candidates through the wellbeing questionnaires, administered through various stages of the programme. Progression is evaluated by individual mentoring.

#### **3. Role of sport**

The football sessions are used as an attraction and a starting point to work on various soft skills. Not only football as a sport, but the football club itself is popular among the participants and serves as an important

sense of identity through the programme of Albion in the Community. The sport sessions are used as a catalyst and a means to build a trust relationship with participants. It is also used to develop communication, social skills and confidence in a small group supportive setting. These sessions give the staff the opportunity to identify the needs of each individual and to encourage them to attend various workshops or certified qualifications provided throughout the Albion Goals programme.

#### **4. Social climate**

The social climate in Albion in the Community is built on the trust relationship between staff and participants. Participants refer to Albion in the Community and the staff as a family, *"an organisation which provides you chances to progress in life"* (participant). The staff admits that they go beyond the touchline to encourage participants to strengthen their social development and employability (i.e. coaches using personal time to support participants, picking participants up to attend workshops and football sessions, ...).

The overall programme process of Albion in the Community reflects elements of Pawson's programme theory for youth mentoring. However, this is done in an unstructured manner (before and after football sessions, workshops and qualification courses) and reflects the needs of individual participants.

#### **5. Employability components**

The Albion Goals programme is not a fixed single programme, but includes various opportunities for participants to strengthen their employability through workshops, qualifications and an apprenticeship. Most of these courses are sport and health-oriented. Even though Albion in the Community organises the same qualifications and workshops every year, the staff tries to identify individual's needs and matches them with the nature and value of different workshops or qualifications. *"Different people are at different entry levels to the labour market"* (coordinator).

#### **6. Work experience and work place**

Even though the programme does not provide structural work placements, there are opportunities for work experience through partners in the football stadium providing supportive services (catering, supporting services, facility managers).

### 3.11 Start2 (Belgium)

#### Introduction

Start2 is a sport and employability programme in the city of Genk (Belgium). Start2 claims to provide a second chance to unemployed youth between 18 and 25 to strengthen their social and employability skills by the use of sport, experiential learning and job coaching. This project targets this group because they are not integrated in regular youth or employability support programmes of the local council. Some of the participants were homeless at the start of the programme, others were using drugs. The programme is delivered by different organisations in a local partnership consisting of a youth work organisation (Gigos), a social sport organisation (De Uitdaging), the local employment service, VDAB and the public social service of Genk. Gigos was also the coordinator of the programme.

Start2 has been organised both in 2016 and 2017 as a five and a half-month programme for local unemployed young men. Previously, the same organisations cooperated in a comparable sport and employability project until 2015. This former project, 'Score your goal', is a collaboration of different local organisations providing employability support (with or without sport) and is still provided by other cities in the same region.

The programme includes three stages:

- **Stage 1: sport and social development workshops.** This includes sport activities, social workshops and experiential learning to get participants more active and engaged (2 months),
- **Stage 2: sport, social development and employability support.** This includes sport activities, social workshops and experiential learning to get participants more active and engaged, completed with social orientation sessions in which participants are informed about various employability-related organisations and support structures (2 months) and
- **Stage 3: sport, social development and employability training to get access to the labour market.** This includes sport activities, social workshops and experiential learning to get participants more active and engaged, completed job coaching, individually or in group sessions (1.5 month).

The programme was delivered by three organisations on 2 or 3 days a week. While the youth organisation (i.e. Gigos) organised sport, mental coaching and social orientation activities on Mondays and Wednesdays (i.e. workshops in the morning, sport and physical activities like football, yoga, swimming in the afternoon), the sport organisation (i.e. De Uitdaging) provided sport (running and boxing) and experience-based sessions on Friday. Job coaching sessions provided by the local employment service were added on a number of occasions to the programme on Monday, Wednesday or Friday. The following activities were included in the Start2-programme:



- General sport sessions, which were used as a way for participants to become physically active, as a 'feel good' and social factor. In these sessions, football, swimming and running were organised through all three stages of the programme. The running sessions were used to participate in a local 5K running competition at the end of the programme. There was also breathing training which was organised to make participants become more restful. Additionally, the coaches of De Uitdaging used experience-based learning through various sport and social activities in which participants were encouraged to reflect on their experiences during the programme (games focussing on trust and confidence, reliability, ...).
- Boxing sessions were included to control aggression and to train leadership skills. Participants were required to lead a session themselves to the other participants and as a team for an external group.
- Mental coaching using story-telling techniques, group discussions, yoga training and silent walks.
- Societal orientation to get in contact with various organisations (e.g. local council, employability service, social service, educational institutes, labour unions, health insurance organisations). Additionally, various visits were programmed to museums, a prison and local businesses.
- Diversity and tolerance: specific visits and workshops about religions, racism and migration. Visits were made to mines, the prison and museums.
- Job coaching: individual and group support with CV writing, interview training and job searching.

Additionally, the participants participated in a one-week training camp, organised a fund-raising event and went on a holiday trip to Barcelona, as they could choose a way to spend the money they earned.

*"I pushed the fund-raising events, but the participants organised the evening and worked for their money. Afterwards, the participants could choose how to spend the money. In the end, they wanted to go to Barcelona for a weekend. The programme is about work, about commitment and perseverance, but also about being rewarded for the work you have done. Eventually, we went to a new environment, which was again a new confrontation for them"* (youth worker).

### **Performance measurement and reporting**

The programme has no formal monitoring system to measure the progress of participants through the programme. After each of the three stages, the staff organised individual progress meetings with the participants to discuss their development.

Additionally, the programme used a competence measurement tool to evaluate the specific competences learned by the participants. This toolkit

includes seven roles or personalities young participants can represent in a sport session:

- Friend: listening, having empathy
- Enthusiast: being enthusiastic, motivated and social
- Referee: taking responsibility being disciplined, ensuring safety, complying to rules
- Guide: having perseverance, showing leadership, being communicative
- Inventor: being flexibility, having willingness to learn, being creative
- Organiser: being independent, taking initiative, working together, planning and organising
- Native: being able to handle authority, working on oneself, coping with feedback

During the first stage of the programme, both the participants and the staff evaluated the competences of participants by this toolkit to develop a personal development plan. This plan was discussed and improved after each stage of the programme.

### **Short summary**

Start2 is a male-only sport and employability programme using sport as a key element to strengthen their employability through experience-based learning and reflection.

### **Main programme elements**

- A 5.5-month employability programme
- A cooperation between youth work, a social sport organisation (using multiple sports such as football, swimming, running, boxing and adventure sports like climbing or a rope course) and the local employment service of the city
- Experience-based learning and reflection on personal and social issues via sport, social activities and adventure sports

#### **1. Recruitment**

Unemployed male youth living in the region of Genk were recruited. Some candidates were excluded from participation due to psycho-social circumstances in their lives.

#### **2. Diagnostics and individual learning plans**

There has been limited formal diagnostics about personal circumstances at the start of the programme. Based on a competence toolkit used during the first month of the programme, participants receive feedback which was regularly discussed in formal meetings with the staff after each stage of the programme.

The staff indicated they had various roles to mentor and supported participants through the programme. The youth worker built strong relationships of trust and reciprocity with the participants.

### **3. Role of sport**

Sport had a major role in the programme, both as an attraction and as a learning environment in the programme. According to the staff, participants become active again and learn various social skills which are regularly reflected on after the sport sessions. Various sports have been included in the programme (adventure sports (climbing), football, swimming and running). Additionally, boxing sessions were used both for aggression reduction and as a way to develop maturity and (sport) leadership skills.

### **4. Social climate**

Due to the partnership between different organisations, sport coaches and youth workers used various coaching and mentoring styles during the activities. Different roles reflect elements of befriending, critical reflection, direction setting and sponsoring. Participants indicated they felt a strong support of the staff to improve their employability and to help them to progress to employment.

### **5. Employability components**

Experiential learning in sport sessions, social skills workshops and job coaching were the major components of the programme. Employability skills were reinforced by CV writing and interview training, individual job coaching and visits to business and labour-related organisations (employability service, social service, educational institutes, labour unions, health insurance organisations).

### **6. Work experience and work placement**

Volunteering, work experience and a work placement were not included in the sport and employability programme.

## 4. Overview and analysis of the selected case studies

### 4.1 Introduction

Next is an overview and analysis of the various components of the 10 selected sport and employability programmes we have described in the previous chapter. Drawing on the framework (Chapter 2) that was used to collect and analyse these data, it will provide the basis for the final conclusions and recommendations of the study.

The analysis of all the components of the framework is supported by 7 tables. In these tables, boxes are checked based on the inclusion of the component in the programmes identified during interviews with social workers, sport coaches, coordinators, participants and former participants. The inclusion of a component is indicated by a dot in the table.

Using this method of representing the data has both advantages and disadvantages. First, it is an easy way to reduce the data to a clear and visual comparison. Second, while the previous chapter described the characteristics of one organisation at the time, this method now focuses on the key elements of the framework for all cases at once. As a result, it allows a better view of the extent in which a mechanism is present in the programmes of this study.

However, this representation also has disadvantages. Firstly, checked boxes for multiple organisations do not necessarily mean these organisations are doing similar things (resulting in similar outcomes). The same component can be provided in different ways in different organisations and contexts. Secondly, the method is relatively arbitrary. The choice to check a box or not has been made solely by the research team based on the data they collected during their visits. The organisations had the opportunity to review the analysis (see previous Chapter 1) and to provide additional information when needed. However, to ensure neutrality, they did not have any role in scoring the tables in this chapter.

For each of the seven columns of the framework (i.e. recruitment, participants, outputs of sport and employability programmes, social climate, employment focus, outcomes: employability skills and impacts) a detailed description is provided.

### 4.2 Recruitment

Table 3 **Error! Reference source not found.** shows the type of recruitment that is used in the sport and employability programmes.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERsport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Open access		•	•				•		•	•
Targeting	•			•		•			•	•
Referrals	•			•	•	•		•	•	•

## Open access

Six organisations in this study have an **open access** policy for the sport sessions they organise and the employability programme (Rheinflanke, CAIS, Sport dans la ville, Oltalom, Albion in the Community, Start2). Everyone can join in the sport sessions, organised at one or more locations near or in neighbourhoods where vulnerable people live. For all organisations, **sport is an attraction** to participants. In four organisations (Rheinflanke, Sport dans la ville, Oltalom, Albion in the Community), sport is used as a means to get the target group involved in the programme. In two of these organisations (Rheinflanke, Sport dans la ville), young people can participate from an early age on without knowing these organisations provide employability support when they grow older. Youngsters first participate in sport sessions and only later on take part in soft skills workshops or obtain employability support. Some organisations provide general sport sessions that are apart from the sport sessions organised in the employability programme. These general sport sessions are then primarily used as a context to develop relationships of respect and trust enabling the coaches to determine the nature of the support required by specific participants. In all but one organisation (CAIS), sport is a mandatory part of the programme.

## Targeting

Three organisations (Street League, Sport 4 Life, Albion in the Community) have a more focussed strategy to **target** NEETs by visiting job centres and reach out for them. One of these organisations (Street League) has specific outreach coordinators to get in contact with NEETs in the job centres.

## Referral

Seven organisations work with **referrals**: participants come from job agencies (Street League, Sport 4 Life, Albion in the Community), schools (Rheinflanke), the local council (Bewegen naar werk) or other social institutions (INSERsport, CAIS). Two of these organisations (INSERsport, Bewegen naar werk) only recruit people into the employability programme who are referred by partner organisations. Their participants either receive financial support from the local council and are referred by them or come from social organisations.

### 4.3 Participants

Table 4 provides an overview of the components helping to identify the characteristics of the participants in the programmes.

Table 4: Participants.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERSport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Self-selection		•	•				•		•	
Understanding of the relevant labour market	•	•	•	•	•	•	•	•	•	•
Selection criteria	•	•	•	•	•	•	•	•	•	•
Formal diagnosis of personal circumstances/ constraints	•		•	•	•	•				•
One size fits all?	•			•	•			•		•
Diagnostic/individual learning plans	•		•	•		•				•
Possible referral to other agencies	•	•	•	•	•	•	•	•	•	•

### Selection

Four organisations provide a **self-selection** opportunity to take part in the programme (Rheinflanke, Sport dans la ville, Oltalom, Albion in the Community). These organisations do not make a formal diagnosis of the personal circumstances of their participants. They assume that participants represent the target group (young NEETs). Additionally, two organisations (CAIS, Oltalom) target specific groups of vulnerable people who are homeless.

While some organisations include different age groups, all organisations target young NEETs. This serves for most organisations as the main **selection criterium**. Some organisations use personal living circumstances as additional selection criteria (e.g. homelessness). The way in which these personal circumstances and conditions are identified, varies between organisations.

The majority of participants in most programmes are **males**. One organisation (Start2) only selects male participants between the age of 18 and 25 years for their employability programme. Two organisations (Sport 4 Life, Sport dans la ville) have, additional to their mixed-gender employability programme, specific female-only programmes, while

another organisation (Street League) also organises a programme based on dance to attract more female participants.

### **Understanding of labour market**

All organisations claim to have an **understanding of the opportunities of the labour market** for their target group. They indicated to have a realistic idea of the job positions available to their target group and the skills that are required to obtain these positions.

### **Diagnosis of personal circumstances**

Four organisations (Street League, Sport 4 Life, CAIS, Oltalom) develop an understanding of the background of their participants based on a **formal diagnosis of personal circumstances** used at recruitment, or by keeping personal records during the programme. Three other organisations (Street League, Sport 4 Life, Bewegen naar werk) use specific selection criteria, based on the personal socio-economic circumstances of the participants. In Street League, there is a set of 16 socio-cultural barriers to employment and participants need to be experiencing at least two of them. Sport 4 life uses a registration form to collect information about the social background of the participants (i.e. exclusion from school, living conditions, drug abuse). The employability programme of Bewegen naar werk is only accessible for people who receive financial benefits from the local council and who are referred by them.

### **Individual learning plans**

Five organisations develop **diagnostic individual learning plans** (Street League, Sport 4 Life, CAIS, Oltalom, Start2) which are discussed with the participants and their progress is monitored at various stages of the programme. In two of these organisations (Street League, Sport 4 Life), these learning plans provide a systematic structure of clear goals and actions related to personal development and employability skills. Registration forms, individual action plans and different workbooks focussing on social skills and participation in sport and a work placement journal emphasize the need for critical self-reflection by participants during their involvement in the Street League and Sport 4 Life programme.

### **One size fits all**

Five organisations adopt a **one size fits all approach** (Street League, Sport 4 Life, Bewegen naar werk, INSERsport, Start2). These organisations provide fixed term programmes (ranging from 5 weeks to one year) providing specific social and employability skills workshops for all participants plus individual mentoring sessions. The other organisations offer a more flexible and individualised support programme in which individual mentoring, formal qualifications or participation in workshops are provided upon request or recommended to the participants.

## Referral to other agencies

Finally, all organisations can **refer to other organisations** if additional support is needed or the appropriate support cannot be provided by the organisation itself (i.e. educational institutes, social organisations, housing, medical care centres).

### 4.4 Outputs of sport and employability programmes

Table 5 **Error! Reference source not found.** provides an overview of the key components of the sport and employability programmes and the role of sport.

#### Sport as an attraction

Eight programmes regard **sport as a key attraction** for their target group (Street League, Sport 4 Life, Rheinflanke, Sport dans la ville, Oltalom, Bewegen naar werk, INSERsport, Start2). Especially for Rheinflanke and Sport dans la ville, the sport sessions are a means to introduce their organisation to younger children (from age 6). Three organisations (Street League, Sport 4 Life, CAIS) attract participants specifically by providing them a combination of sport activities and an emphasis on employability/employment courses and workshops.

#### Sport Plus

All programmes in this study adopted a **Sport Plus** approach in their sport and employability programme. Rather than just playing sport, the sport activities of all organisations are viewed (at least) as a basis for establishing positive relationships between participants and staff, as well as an activity-based learning medium for the participants. Seven organisations (Rheinflanke, Sport dans la ville, Oltalom, Bewegen naar werk, INSERsport, Albion in the Community, Start2) use sport for relationship building and for the experiential learning of soft skills (e.g. teamwork; perceived self-efficacy; communication) with additional formal social and employability skills workshops and interview techniques and CV writing. While sport may be used to establish positive social relationships, there is no systematic and conscious attempt in these organisations to integrate and reinforce the issues addressed in the workshops with sporting practice. This approach is referred to as **Sport Plus 1**.

Three organisations (Street League, Sport 4 Life, CAIS) also use sport to establish positive relationships but there are mutually reinforcing relationships between the sport sessions and the social skill workshops. The issues dealt with in workshops are illustrated and formally reinforced via the sport sessions. Street League emphasizes very systematically the relevance of skills learned during social workshops and during the sport sessions. Additional to the social workshops, skills are reinforced and discussed during the sport sessions regarding their relevance for employability. Especially the Dance-Fit programme makes use of thematic weeks in which skills are addressed both in the social skills sessions and the sport sessions. Sport 4 life has also a strong integration of skills learned during sport and youth-led social activities in the employability programme. For example, participants have to report the skills and



behaviours learned in a sport leadership workbook. The integrated reinforcement of skills for employability both in social workshops and sport sessions is referred to as **Sport Plus 2**. No organisations indicated to use sport merely as a leisure activity ('sport'), nor did they regard it only as a 'fly paper' to attract young people to their programme in which much of the developmental work is undertaken via a range of non-sporting activities and the employability focus is emphasised in all activities. This latter approach is referred to as **Plus Sport**.

### **Sport as a reward**

Three organisations (Rheinflanke, Oltalom, Sport dans la ville) use **sport as a way to reward and motivate participants** based on good conduct during the sport sessions and/or workshops. In these programmes, participants can be rewarded by a selection for a national or an international tournament.

Table 5: Outputs of sport and employability programmes.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERSport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Sport										
Sport Plus 1		•	•		•		•	•	•	•
Sport Plus 2	•			•		•				
Plus Sport										
Youth										
worker/sport coach	•	•	•	•	•	•		•	•	•
Sport as a key attraction	•	•	•	•	•		•	•		•
Sport as a basis for experiential learning	•	•	•	•	•	•	•	•	•	•
Social skills workshops	•			•	•	•	•	•	•	•
Coaching qualifications				•	•				•	
Personal learning/career planning	•		•	•		•		•	•	•
Employability relevance of skills reinforced	•	•	•	•	•	•	•	•	•	•
Educational										
compensation										
Maths and Languages		•	•			•	•	•		
Small number of groups/teamwork	•	•	•	•	•	•	•	•	•	•

### Sport types

In general, **football** is by far the most common sport used by the organisations. Other sports in these programmes are dance and fitness (to attract more female participants to the programmes), boxing, climbing, tennis and basketball.

## **Basis for experiential learning**

As the organisations use a Sport Plus approach, they all see **sport as a basis for experiential learning** in which specific social or employability skills can be reinforced. Participants learn for example about their own limitations, play in group or become a coach, leader or a volunteer in specific sessions. For one organisation (INSERsport), the experiential learning during the sport sessions is more related to the specific characteristics of the sport or sport coaching than this is the case in the other programmes. This is because working as a sport coach or referee is the main outcome of that programme.

## **Social skills workshops**

Only two organisations do not provide separate **social skills workshops** (Rheinflanke, Oltalom). Rheinflanke provides individual mentoring and skill support rather than group sessions. According to them, participants have participated enough in social and employability skill workshops during formal education and in other support organisations. Oltalom has social coaches who attend all sport sessions and provides individual job coaching upon participants' request.

## **Coaching qualifications**

Three organisations provide **coaching qualifications** during the sport and employability programme (Sport 4 Life, INSERsport, Albion in the Community). For one of these organisations (INSERsport), obtaining a coaching qualification is the main impact of the programme. Their graduates are certified basic level coaches or referees. The two other organisations (Sport 4 Life, Albion in the Community) provide various externally validated coaching qualifications (such as a qualification in Sport Leadership; Life and Living Skills qualifications; Fitness Instructing and Understanding Nutrition and Health). All these qualifications are accredited and reviewed by external organisations but delivered by staff of the organisations. Even though these qualifications are sport related, they develop generic skills which are believed to strengthen the employability of the graduates. Rather than serving as a goal, these qualifications are regarded by the organisations as a means of soft skill development. They are seen as opportunities for self-reflection sessions during these courses and to provide a sense of achievement to the participants.

## **Educational compensation**

Five programmes (Rheinflanke, CAIS, Sport dans la ville, Oltalom, Bewegen naar werk) provide **educational compensation** for maths and languages. Two organisations (Oltalom, Sport dans la ville) provide English courses. According to these organisations, while it offers better chances to the labour market, participants mainly became more interested to learn because it allows them to better communicate during international tournaments or summer camps. Three organisations (Rheinflanke, CAIS, Bewegen naar werk) provide courses in their national language as several participants have a migrant background. Two organisations (Street League, Sport 4 Life) also provide compensation for

maths and English, but it is not part of the regular sport and employability programme.

### **Personal learning and career planning**

Seven organisations stated that they provide **personal learning and career planning** support through **individual learning plans** (Street League, Sport 4 Life, CAIS, Oltalom, Bewegen naar werk, Albion in the Community, Start2). They indicated that they have regular discussions with participants regarding their individual progress. Except for two of these organisations (Bewegen naar werk, Start2), all others have written individual progress reports or written interim self-reflection reports on participants' progress. Three of them (Street League, Sport 4 Life, Albion in the Community) use different means to provide this support (i.e. the use of individual learning plans; workbooks and through involvement in qualification courses).

### **Employability relevance of skills**

All programmes indicated that they succeed in **reinforcing the employability relevance of the skills** that are supported during the programmes. According to them, this is done via a strong focus on employment skills (i.e. CV writing and interview techniques) or reflections during mentoring sessions how competences and attitudes would be valued in a professional environment. In all cases, sport sessions provide an environment in which social skills, initiative or leadership are supported. Only two cases (Street League, Sport 4 Life) implement a constant reflection on the value of activities and skills for the labour market during the mentoring and job coaching.

### **Group size**

Finally, all organisations stated to use **small groups or teams of participants** during the workshops and sport sessions to strengthen the social climate and bonding in these groups.

## 4.5 Social climate

Table 6: Social climate.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERSport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Sense of safety/ acceptance/belonging	•	•	•	•	•	•	•	•	•	•
Interested caring adults	•	•	•	•	•	•	•	•	•	•
Models of conventional behaviour	•	•	•	•	•	•	•	•	•	•
Controls on deviant behaviour	•	•	•	•	•	•	•	•	•	•
Critical support	•	•	•	•	•	•	•	•	•	•
Value placed on achievement	•	•	•	•	•	•	•	•	•	•
Positive attitude for the future	•	•	•	•	•	•	•	•	•	•

Table 6 shows the extent to which organisations indicated to incorporate the components or 'protective factors' of Witt and Crompton's 'protective factors framework' (1997), which is regarded to facilitate a positive development of vulnerable youth. These factors are:

- **A sense of safety, acceptance and belonging:** Participants said that they feel respected, not judged or evaluated. Participants in various organisations referred to their organisation as "a second family".
- **Interested caring adults:** Participants indicated to feel a bond of trust with social workers and sport coaches. They said that they have the idea they can talk to the staff about various problems or issues in their lives.
- **Models of conventional behaviour:** All programmes indicated to use staff who have experience with the target group of the organisation or have a social background similar to the participants. Many of these coaches serve as a role model and are a source of motivation for participants to stay involved in the programme.
- **Controls of deviant behaviour:** In all organisations, strong social relationships between participants and coaches are seen as a significant means to ensure positive behaviour. Additionally, active debriefing, feedback and one-on-one mentoring and, in some cases, incentives, support the maintenance of a positive social

environment. Some organisations have a code of conduct for participants.

- **Critical support:** Formal and informal individual support and mentoring is offered in all organisations to provide critical support and encourage participants' self-reflection and assessment.
- **Value placed on achievement:** Some organisations like Sport 4 Life and Albion in the Community, use formal qualifications to motivate and to set clear goals for participants to achieve. Additionally, Street League and Sport 4 Life have a strong emphasis on progressing people into work or towards employability by providing an intense 5 or 10-week employability programme.
- **Positive attitude for the future:** Participants in four organisations (Sport 4 Life, Sport dans la ville, Oltalom, Albion in the Community) work towards concrete goals which motivate them (e.g. playing in a tournament or obtaining a formal qualification). All organisations state they manage expectations to set achievable goals for participants to achieve success and a positive mind-set for the future.

## Mentoring

Within this overall context most organisations adopt a more or less formal approach to mentoring. The content and processes involved are broadly similar to Pawson's (2007) programme theory of mentoring:

- **Befriending.** This is an affective component which entails creating bonds of trust/sharing of new experiences and enables the mentee to recognize the legitimacy of other people/perspectives. For many of the organisations this occurs during the sport sessions and enables staff to identify the needs and aspirations of the participants.
- **Direction-setting.** This is a cognitive component and entails the promotion of self-reflection via discussion of alternatives or via the completion of individual learning plans. It seeks to assist participants in the reconsideration of certain values, loyalties and ambitions.
- **Coaching.** This is an aptitudinal component and entails the coaxing and cajoling of mentees to acquire skills, assets, credentials needed to enter the employment market. This is undertaken more systematically in the Sport Plus 2 approach, but occurs in some form in all programmes.
- **Sponsoring.** This is a positional component and entails staff advocating/networking on behalf of the mentee by using their insider contacts and knowledge of job opportunities. This is undertaken systematically by eight organisations (Street League, Rheinflanke, CAIS, Sport dans la ville, Bewegen naar werk, INSERSport, Albion in the Community, Start2) in this study.

## 4.6 Employment focus

Table 7 provides an overview of the employability skills supported by the organisations.

### In-house volunteering/in-house event organising

Four organisations in this study provide opportunities for **in-house volunteering** (Sport dans la ville, Oltalom, INSERsport, Albion in the Community). Four organisations offer options for **in-house event organising** (Sport 4 Life, Sport dans la ville, Albion in the Community & Start2).

Table 7: Employment focus.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERsport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
In-house volunteering			•		•		•		•	
In-house event organising				•			•		•	•
Work experience						•				
Work placement	•	•			•	•	•	•	•	
IT skill development						•	•			
Personal financial management	•		•	•		•	•	•		•
CV writing skills	•	•	•	•		•	•	•	•	•
Interview skills	•	•	•	•		•	•	•	•	•
Employer/partnership working	•	•		•	•	•	•	•	•	•

### Work experience/work placement

One organisation (CAIS) offers **in-house work experience** for its participants in the organisation itself. Seven organisations provide **work placements** for their participants (Street League, Rheinflanke, CAIS, Sport dans la ville, Bewegen naar werk, INSERsport, Albion in the Community).

### CV writing/job interview skills

All but one organisation mentioned to provide support for **CV writing and interview skills**. One organisation (INSERsport) does not support these skills as it guarantees its graduates employment in a sport federation as a coach or referee.

## Financial management/IT skills

Seven organisations provide opportunities for **personal financial management training** (Street League, Sport 4 Life, CAIS, Sport dans la ville, Oltalom, Bewegen naar werk, Start2), either by the organisation itself or through a partner organisation. Two organisations support formal **IT skill development** (CAIS, Sport dans la ville).

## Employer/partnership working

All organisations, except one (Oltalom), provide an **employer or partnership working** in which participants can train interview skills with professional mentors, receive presentations and vacancies from commercial organisations or go on visits to get introduced to a labour market environment.

## 4.7 Outcomes: employability skills

Table 8: Outcomes: employability skills.

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERSport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Understanding of others/perspectives	•	•	•	•	•	•	•	•	•	•
Self-reflection/evaluation	•		•	•	•	•	•	•	•	•
Personal responsibility	•	•	•	•	•	•	•	•	•	•
Teamworking	•	•	•	•		•	•	•	•	•
Time management	•	•		•			•			•
Conflict management	•	•	•	•	•	•	•	•	•	•
Communication skills	•		•	•	•	•	•	•	•	•
Perceived self-efficacy	•	•	•	•	•	•	•	•	•	•
Problem solving	•	•	•	•	•	•	•	•	•	•
Focus/direction	•	•	•	•	•	•	•	•	•	•
Ambition/motivation/Initiative	•	•	•	•	•	•	•	•	•	•
Leadership skills	•	•	•	•	•		•	•	•	•
Increased maturity	•	•	•	•	•	•	•		•	•

Table 8 **Error! Reference source not found.** lists various employability skills which are the major topics in social workshops, job training sessions or during the sport sessions provided by the organisations.



As illustrated, all organisations claim to support the development of (nearly) all of these personal attributes. Some skills receive specific attention during formal qualifications or sport sessions (**teamworking, conflict management, communication skills, leadership skills**), while other skills are developed as part of the general programme processes, mentoring and social climate (**personal responsibility, ambition/motivation/initiative, understanding perspectives of others, perceived self-efficacy, increased maturity**). The assumption is that the processes of mentoring, self-reflection and self-assessment (and in some cases the successful completion of qualification trainings) will lead to personal development.

**4.8 Impacts**

Table 9 provides an overview of the possible impacts a sport and employability programme can have on the NEET status of the participant.

**Employment**

All organisations have mentioned that a number of graduates will be **employed** afterwards. Two organisations guarantee **employment** after participating in the programme (Street League, INSERsport). One organisation (Street League) holds a record of the various impacts of their programme.

All organisations (but 2) stated that they **mediate with potential employers** (except Sport 4 Life, Oltalom) or that they **refer some graduates to job agencies** (except Bewegen naar werk, INSERsport). Seven organisations indicated that they provide opportunities for participants to be **employed by work placement organisations** (Street League, Rheinflanke, CAIS, Sport dans la ville, Bewegen naar werk, INSERsport, Albion in the Community). Although in a limited number of cases graduates are **working within the organisation itself** ('in-house employment'), none of the organisations stated that it is their general policy to **employ graduates in the organisation**. And all organisations indicated that some graduates also **seek jobs without assistance**.

*Table 9: Impacts.*

	Street League (UK)	Rheinflanke (DE)	Oltalom (HU)	Sport 4 Life (UK)	INSERsport (ES)	CAIS (PT)	Sport dans la ville (FR)	Bewegen naar werk (NL)	Albion in the Community (UK)	Start2 (BE)
Individuals employed in the organisation										
Employed	•	•	•	•	•	•	•	•	•	•
Choose further education	•	•	•	•	•	•	•		•	•
Employed by work placement organisation	•	•			•	•	•	•	•	

Seek jobs without assistance	•	•	•	•	•	•	•	•	•	•
Organisation sponsors/mediates with potential employers	•	•			•	•	•	•	•	•
Referred to job agency	•	•	•	•		•	•		•	•
Remain unemployed	•	•	•	•		•	•	•	•	•
Ongoing support	•	•	•	•			•		•	

## Other options

All but one organisation indicated that participants in some cases choose for **further education** (except *Bewegen naar werk*) or **remain unemployed** (except *INSERsport*).

## Ongoing support

Six organisations indicated to provide **ongoing support** for their participants who are not employed or in education or training (*Street League*, *Sport 4 Life*, *Rheinflanke*, *Sport dans la ville*, *Oltalom*, *Albion in the Community*). However, four of these organisations offer ongoing programmes (*Rheinflanke*, *Sport dans la ville*, *Oltalom*, *Albion in the Community*) and do not have a specific point of graduation from the programme. Young people can still participate in sport sessions, workshops and individual mentoring on a long-term basis. Two organisations providing short-term employability programmes, support their graduates who are unemployed with a stronger employment focus (*Street League*, *Sport 4 Life*). *Street League* provides one year of after-care support (through a social programme providing mentoring and job searching sessions) on an individual basis. If necessary, they will also mediate between the graduate and the new employer. *Sport 4 Life* provides 8 additional mentoring sessions and a £100 (about €115) voucher for participants to invest in their further development.

## **5. Conclusions**

As earlier stated in Chapter 2, the research reported in this report was based on an analytical framework that was developed in previous research on sport and employability for Comic Relief (Coalter, Wilson, Griffiths & Nichols, 2015). The framework (Figure 1) was used to identify the issues for investigation in 10 selected case studies located in 8 different EU member states (i.e. Belgium, France, Germany, Hungary, Portugal, Spain, The Netherlands, United Kingdom). It allowed the researchers to capture the complexity of the workings of each case study in a systematic way (Chapter 3). The investigation has provided further in-depth insight into the key mechanisms of sport for employability programmes. Results largely confirm findings from earlier research on 5 sport and employability projects (3 in the UK and 2 in South Africa) (Coalter et al., 2015), as well as from studies of educational and vocational training providers across Europe (Cedefop, 2011, 2013). On the basis of previous work and the research on the 10 case studies, the research team has been able to develop a generic programme theory for optimal sport for employability programmes (Figure 3). As previously indicated, a programme theory seeks to identify the critical success factors of an intervention, the mechanisms via which it works. It looks for the key components, mechanisms, relationships and sequences of causes and effects which are presumed to lead to desired impacts on participants and subsequent behavioural outcomes.

### **A generic programme theory on sport for employability programmes**

Despite the complexity of the workings of the case study organisations that have been analysed, the generic theory focuses on key components, mechanisms and relationships. It consists of a theoretically coherent logical sequence of a presumed sequence of causes and effects. As a consequence, and as one of its strengths, it is characterised by apparent simplicity. All of its mechanisms have been found to be effective in practice. The organisations that have been investigated in this study, have incorporated them in varying degrees, although some organisations have more in common with this generic theory than others.

The generic programme theory, which is normative in nature, can be used as a robust basis for monitoring and evaluation purposes. It offers the basis for a formative evaluation which can contribute to the improvement of interventions. Also, it can be regarded as a basis for a set of recommendations which can help to optimise future programme design and implementation.

Figure 3: Sport and Employability: a generic programme theory



The generic programme theory consists of the following key elements:

### 5.1 The use of sport as a means to attract targeted participants and establish meaningful relationships between providers and participants

Sport is an attractive activity for many young people. Knowing that free sport is part of an employability programme is an important reason why many young people become involved. Although there are different recruitment options, some strategies are more focussed and therefore provide better chances to recruit targeted participants. While open access sport activities will most likely attract more youth, the link with an employability programme is often more implicit ('hidden'). It will then require more selection to determine the relevance of the programme's employability components for participants. A targeted approach focussing on attracting a specific group of youth (in most cases NEETs) has the advantage that potential participants are more aware of the actual purpose of their involvement. Strategies within such an approach include

collaboration with specific organisations such as job centres, as well as opportunities for online applications through the organisation's website and the use of social media. There is also the option to work with referrals from a variety of relevant agencies (such as local job centres, social services, youth centres, youth offending services, charities, youth hostels).

Besides sport's appeal, it is often regarded as an effective medium to develop participants' soft skills of employability, such as teamworking, communication, perceived self-efficacy. From the organisation's perspective, the more informal context of interacting during and after sport activities also provides opportunities for staff members to build meaningful relationships with young people based on mutual respect and trust. To achieve this, a befriending mentoring style is often adopted. Pawson (2006) described this style as creating bonds of trust/sharing of new experiences, and diagnosis of strengths and weaknesses, with the mentee beginning to recognise the legitimacy of other people and their perspectives.

It should further be noted that using sport as a means to attract (and retain) youngsters will only be successful if the activities and the way they are delivered can produce positive experiences for participants. Among other things, this will largely depend on the extent to which the organised sports meet participants' interests and the extent to which they have the physical and sporting skills that are required to successfully engage in the activities. As a consequence, sport coaches involved in the delivery of these activities need to be competent in dealing with these issues.

## **5.2 Social Climate: a safe and secure environment for development**

One of the key elements of the programme theory relates to the type of social climate that is created from the start and continued throughout the programme. It is an essential mechanism in establishing meaningful relationships between staff members and participants and, when done properly, will serve to construct a safe, supportive and inclusive environment for the development of participating youth. It is regarded by many as one of the most important components contributing to successful outcomes of a programme. As indicated earlier, Witt and Crompton's (1997) 'protective factors framework' for working with at-risk youth can be regarded as a suitable approach for identifying the core components of an appropriate social climate. These factors relate to a sense of safety/acceptance/belonging; interested and caring adults; models for conventional behaviour; controls on deviant behaviour; critical support; value placed on achievement and positive attitudes to the future. Staff members who work directly with participants view these factors as crucial for the success of a programme. They see their relationship with young people as 'amicable, but professional', which enables participants to talk openly and confidently about their personal life and their strengths and weaknesses. In their approach, which is in essence a youth work approach, they encourage independence and enable participants to deal with relevant issues. Throughout the different stages of the programme,

they emphasise the relevance for employability and the role of working towards the identified development goals to achieve this. Participants appreciate the fact that they can talk to staff in a safe and open environment and are more likely to experience an increase in self-awareness, confidence and personal skills.

### **5.3 Individual needs assessment**

The establishment of a meaningful relationship between staff and participants creates a context that allows for a better understanding of the personal background and the strengths and weaknesses of each participant. Formal assessment will help to provide more insight into participants' personal circumstances and constraints, as well as the nature of their employability skills. In order for young people to better understand their own level of employability, a mentoring approach that stimulates self-reflection, self-awareness and ambition is a critical factor for success. Pawson (2006) referred to this style as 'direction-setting in which participants are encouraged to reconsider current values, loyalties and ambitions'. For this, mentors need to have a broader understanding of the cultural and economic context in which participants live (e.g. what is the nature of the local labour market and what opportunities exist for this group?). The approach will also allow staff to better manage participants' job expectations and align them with realistic employment possibilities. Joint assessment with staff can improve youth's understanding of the impact of personal and socio-cultural barriers they feel they face when trying to secure employment. It can allow them to get a realistic view of how far they are away from successfully entering the labour market and to identify their individual developmental needs. As employers increasingly see the lack of soft skills as an obstacle to employment, barriers often relate to the extent to which participants possess these skills.

### **5.4 Individual learning plans**

Based on the diagnosis of individual developmental needs, a planned and tailored approach is required to give the programme a clear and agreed structure and a set of clear goals related to participants' personal development and employability level. This approach, which is implemented through the use of an individual learning plan (or personal action plan), provides a sense of direction and focus on employability and employment. The mentoring style that is required here is referred to by Pawson (2006) as 'coaching', which involves coaxing, cajoling and supporting the mentee to acquire skills, assets, credentials and testimonials needed to enter the employment market. The use of an individual learning plan will not only help participants to better understand how and when these goals can be achieved, it will also make them more aware of their own role and responsibility in the learning process. A key element for this is the requirement that participants need to be self-reflective regarding their strengths and weaknesses, as well as with

regard to the level of progress they are making during the different stages of the programme. This self-reflective process for monitoring and evaluating their level of achievement and progress can be facilitated by the use of self-evaluation tools and guiding aides (e.g. workbooks relating to different parts of the programme and including information and guidance to make appropriate career decisions), as well as through regular review meetings with staff (e.g. progression coordinator). It will provide a focus for learning and commitment to personal development.

While it is difficult to define an 'ideal' duration for such a programme, it is clear that an end point provides a focus and a basis for systematic monitoring and evaluation of participants' progress. The case study organisations varied from a highly focussed and intensive 5-week Sport Plus 2 programme to an open-ended one enabling individuals to progress on their own pace. While not offering a definitive length for such programmes, we would argue that successful programmes need a clear focus, structure and end date.

## **5.5 Workshops**

Apart from the individual mentoring approach for each participant during the different stages of the programme, one of the core elements of a Sport Plus programme consists of the delivery of workshops on a range of social/employability skills to small groups of participants (around 10 to 15). During these workshops, different issues and soft skills are systematically addressed and discussed in relation to such issues as: understanding of others, personal responsibility, teamworking, time management, conflict management, communication skills, perceived self-efficacy, problem solving, focus/direction, ambition, motivation, initiative and leadership skills.

In addition to interactive soft skills/employability workshops in classroom settings, assignments may also involve extramural activities and projects to develop teamworking and planning and organisational skills. These activities require participants to get out of their 'comfort zone' through visiting external agencies and public institutions and interacting with groups or individuals new to them.

The approach to learning used for the workshops and extramural assignments is aimed to develop critical self-reflection and self-development. The basic notion is that participants will learn from being encouraged to critically reflect on their own experiences and their strengths and weaknesses. It is expected that this will contribute to the development of their problem-solving and communication capacities. Such developments are underpinned by increased levels of participants' perceived self-efficacy, which is their confidence in their own ability to achieve designated goals and overcome disappointments.

## **5.6 Validated qualifications**

These qualifications, which are often externally reviewed and awarded, are mainly in basic levels of sport leadership and training and mostly develop generic organisational and planning skills. The emphasis is on learning by doing and reflecting on the experience via workbooks. By integrating opportunities to work towards externally validated qualifications, participants are given the opportunity to demonstrate to themselves, and others, the extent to which they are able to achieve their goals. It provides a means to experience a sense of achievement and to show their level of planning, organisational and communication skills plus work discipline. Again, critical self-reflection is a key mechanism within this approach. In addition, acquiring validated qualifications contributes to participants' CV building and can, in some cases, also lead to opportunities for employment or provides the basis for volunteering within some organisations.

In addition, depending on the entry requirements for participants into the programme, organisations might also provide opportunities for educational compensation (such as Maths and languages) and training in basic IT skills. This can either be offered in-house by staff or through partnerships with other agencies.

## **5.7 Sport Plus 2**

As indicated earlier, the first component of a generic programme theory for sport and employability organisations relates to sport as a means to attract youth and to establish meaningful relationships of respect and trust between staff and participants and to develop certain social skills such as teamwork and communication. However, sport also plays another significant role as it is used to support and reinforce issues that have been addressed during the employability workshops. It also provides a context for delivering practical elements of the validated qualifications (e.g. participants plan and deliver sessions). A key characteristic of the Sport Plus 2 approach is that the issues dealt with in the workshops are illustrated and formally re-enforced via sport practice. We have labelled it as Sport Plus 2, to make a clear distinction with Sport Plus 1 where there is no systematic and conscious attempt to integrate and reinforce the issues addressed in the workshops in the sport programme. In Sport Plus 2 there is also a more systematic emphasis on the relevance of all activities to the development of employability, as well as a more systematic approach to participants' progress through regular self-reflection via completion of workbooks or by undertaking validated qualifications whose practical aspects are undertaken via the sport sessions.



## **5.8 Work experience**

To increase participants' understanding of what it means to be employed and to self-assess the extent to which they are equipped with the proper skills to be introduced to the world of work, it is an essential element in programmes to provide opportunities for participants to have work experiences (e.g. through internships). While organisations to some extent can offer these work experiences 'in-house', being introduced to a work environment outside the supportive social climate of the organisation allows for more 'real life' experiences and therefore can be considered to be more effective. The experience of the expectations, requirements and norms of the workplace is an increasingly important component of employability. However, the provision of real work experience opportunities will only be available if there are well-established links with employers who are willing to offer these opportunities to the type of participants enrolled on the programme. Here too, an approach where self-reflection and self-assessment by participants is organised (e.g. via a self-evaluation form outlining their experience and learning) will facilitate the learning process.

Given the frequent obstacle of a lack of provision of work experience to programme graduates, consideration should be given to adopting more systematic and documented opportunities to volunteer. The experience of volunteering can contribute to the achievement of employability-related impacts such as organisational skills, improved perceived self-efficacy, self-management and communication skills.

## **5.9 Outcomes**

Organisations with an employability-focus will largely emphasise the development of employability-relevant soft skills. These skills relate to perceived self-efficacy; communication skills; conflict management; problem solving; leadership skills; focus and ambition. As earlier stated, a key mechanism to this development is the use of a critical self-reflective approach.

## **5.10 Preparation for employment**

For those organisations that focus on employment for their programme graduates, there is a need to go beyond the development of soft/employability skills and to prepare young people for entry into the labour market. This involves training and guidance from a job coach in interview techniques (e.g. through 'mock' job interviews), CV writing and assistance in job searching. It also requires more work experience and work placement. The mentoring style requires a 'sponsoring' approach (Pawson, 2006) in which mentors advocate and network on behalf of participants and use their insider contacts and knowledge of employment opportunities to mediate participants' initial relationship with the job market.

### **5.11 Employment or education: ongoing support**

While other types of impact remain an option (such as seeking work without assistance; being referred (back) to job agencies or remaining unemployed), organisations adopting the approach outlined above, will be most likely to find their programme graduates either in employment or further education. As transition to actual employment remains a challenge for many programme graduates, organisations may need to provide support after obtaining employment. This ongoing support, which at best can last up to 12 months, will increase graduates' chances for sustained employment. Furthermore, it is also advisable that programme graduates who remain unemployed after completion of the programme, can receive further individual support (including mentoring and job searching).

### **5.12 Mentoring**

It is possible that one person will not have the expertise/resources to fulfil all the functions associated with mentoring – e.g. the coach who undertakes the role of befriending and direction-setting may not have the contacts to undertake the sponsoring role. Consequently, the organisation will be responsible for ensuring that each developmental component of the mentoring process is fulfilled.

### **5.13 Monitoring and evaluation effectiveness and programme development**

For such programmes to work and develop, there is a need for constant monitoring and evaluation of participants' progress. There was a wide variety of M&E approaches among the case study organisations – ranging from none via individual one-to-one monitoring sessions to systematic formative evaluation of participant progress via the use of workbooks and validated qualifications. Some with so-called 'hard outcomes' (i.e. employment) adopt a summative approach by recording the number of programme graduates who are either employed or enter further education. However, there is a need for a more systematic approach to the collection of information about the effectiveness of programmes in terms of participants' personal development. All make often vague claims about personal development and employability skills without any systematic attempt to define such impacts in precise analytical and measurable terms. In fact, few organisations actually seek to measure such outcomes and there seems to be the mistaken view that such soft skills are difficult to measure. There is clearly a lack of expertise and resources to undertake such work. Further, as the broader impact on employment of such programmes may be limited, there is a need to better define and measure effectiveness. Such an approach is central to programme evaluation and development.

## 6. Recommendations

### Introduction

As mentioned earlier, because of the normative nature of the generic programme theory, it can be used as a robust basis for the design and implementation of effective sport and employability programmes targeted at NEETs. Based on insights from research, theory and good practice, the described components, mechanisms and relationships outlined in the generic programme theory (Chapter 5), provide a set of guiding principles/recommendations for organisations that want to deliver sport and employability programmes for NEETs. Also, because of its developmental nature, it provides a broad guide for monitoring and evaluation of programme implementation and effectiveness. In addition, insights from the present study can also serve as a basis for 6 **general policy recommendations**. These recommendations are situated on different levels.

### 6.1 Develop a general Sport Plus coaching methodology

It is recognised by most organisations that soft/employability skills will not be developed solely via simple sport participation, but need to be identified, addressed and emphasised systematically. Consequently, in order to deliver developmental *Sport Plus* sessions, specific coaching expertise is needed which goes beyond 'traditional' youth sport coaching. This means that there is a need to take the participant's needs as the starting point, rather than 'sport'. Therefore, a broader sport coaching profile is preferred, where regular sport coaching expertise is complemented by knowledge of youth work mentoring. This would facilitate the implementation of a coaching approach where sport is used as a deliberate context for experiential learning of soft skills. However, a recurring concern is that regular sport coaches are often not fully prepared to go beyond traditional sport coaching. A number of organisations that we have looked at in this study employ sport coaches that have acquired 'extra' participant-focussed skills, either through years of practice, or because they are former participants (with similar personal experiences in the past). In most cases, these coaches also work closely with social/youth workers. Unfortunately, this specific expertise is often undocumented and not available for others. There is a need to better prepare coaches how to use sport as a learning environment for soft skill development. To date, there is no systematic training or qualification structure that prepares for this type of '*Sport Plus coaching*'.

**It is recommended that a general Sport Plus coaching methodology is developed at European level. The EU could work towards developing a Sport Plus coaching methodology and curriculum. In order to do so, it is advisable to collaboratively work with institutes and organisations delivering education for sport coaches and for youth / social workers.**

## **6.2 Increase awareness of the relevance of systematic monitoring and evaluation (M&E) for sport and employability programmes and facilitate knowledge dissemination of M&E**

The concept of employability is complex and ambiguous and many organisations do not have a conceptually precise understanding or definition of their desired impacts, which makes measurement of effectiveness difficult. However, despite this, there is a reasonable degree of consensus about the nature of the soft skills which constitute employability and there is a need to measure systematically progress made by participants. Because of lack of resources and expertise, organisations find it difficult to measure soft skill development. However, there is also a mistaken view that these skills are difficult to measure. Apart from qualitative methods, conceptually grounded and psychometrically sound quantitative measures exist for most of the soft/employability skills that are pursued by sport and employability programmes. One of the problems however is that organisations are often not aware of these measures or are unable to administer and analyse them properly. Consequently, there is not only a need for a better understanding among organisations regarding these measures and how to make use of them, but also to be able to define more precisely what type of impact they aim for. Such information is central to programme development and improvement.

**Considering the generic nature of a systematic monitoring and evaluation (M&E) procedure, the EU could consider to work towards developing a general M&E toolkit for sport for employability programmes, including guidance on how to define soft skill developmental outcomes and impact; a set of validated tools for impact measurement of these skills, as well as information on how to administer and analyse the measures.**

## **6.3 Facilitate access to validated qualifications (focussing on organisational and planning skills) for participants of sport and employability organisations**

Validated qualifications (e.g. in basic levels of sports leadership and training) can assist in the development of participants' generic organisational and planning skills. Undertaking such qualifications facilitates an experience of a sense of achievement and illustrates NEETs' level of organisational and communication skills plus work discipline and an ability to set and achieve goals. It also contributes to participants' CV building - especially important for those who have failed in the education system. There is a need to ensure that these types of general qualifications are available and accessible for NEETs and that they can be organised in conjunction with sport and employability programmes.

**Educational institutes that deliver validated qualifications (focussing on organisational and planning skills) could facilitate inclusion of these courses for participants of sport and employability organisations. Member states could encourage the**

**development of local networks between sport and employability programmes and providers of relevant validated qualifications.**

#### **6.4 Recognise the importance of partnerships between sport and employability programmes and local employers, schools, referral agencies, youth organisations, ...**

Research has indicated that the broader impact on employment of sport and employability programmes is often limited because it is strongly affected by external factors (e.g. the nature of the accessible local job market and employers' attitudes to particular types of individuals) (Spaij et al., 2013). Understanding of the relevant labour market and providing real work experience opportunities for NEETs will only be possible if there are well-established links with local employers. In addition, partnerships between sport and employability organisations and other relevant actors are important as well (e.g. schools for the delivery of educational compensation or to facilitate re-entry into education; various types of referral agencies; youth organisations working with youth at-risk). There is a need for local initiatives that facilitate local partnerships between sport and employability programmes and other relevant stakeholders.

**It is recommended that national authorities and programme funders emphasise the need to include relevant local partnerships in the context of sport and employability initiatives.**

#### **6.5 Encourage knowledge transfer and sector development**

This study has shown that there are a number of organisations - especially those with a Sport Plus 2 methodology - that have developed specific expertise regarding the effective delivery of sport and employability programmes to NEETs. These 'forerunners' possess a lot of valuable insights for other organisations. The generic programme theory that was developed (Chapter 5) provides an in-depth understanding of the essential components, mechanisms and relationships of these organisations. It can therefore be regarded as a set of guiding principles for organisations that want to deliver sport and employability programmes for NEETs.

**Member states could make use of this guiding framework to support new initiatives and optimise existing ones in relevant policy domains (e.g. employment, education, welfare, youth work and sport). It could provide a valuable contribution to the development of this sector.**

#### **6.6 Recognise the contribution that can be made by sport to other policy domains (employment, youth, education, ...)**

Organisations in this study have all stressed the important role sport plays in their work with NEETs (i.e. attraction, building meaningful relationships, the basis for experiential learning). From a policy perspective, it is clear that these organisations operate at a crossroads of different policy domains, such as employment, education, welfare, youth work and sport.

For example, regarding the sport policy domain, it is noteworthy that within their local networks, the majority of the organisations have no structural links with formal sport clubs or federations. In most cases, they organise or participate in 'alternative' formats of sport competitions and events (e.g. Homeless World Cup, Streetfootball events). Although these programmes also require basic elements of sport delivery (e.g. in terms of quality of sports training and coaching and availability of facilities), they are often not regarded as an element of local or national sport policies. However, as the same can be said for their weak recognition within other policy domains, most of these organisations are depending on short-term public support, as well as on private funding and charity. Because of this 'crossroads position', there is a danger that policy makers will overlook the work of these organisations. Consequently, there is a need to emphasise the contribution that can be made by well-designed sport and employability programmes to various policy domains.

**National governments could raise awareness of the potential of these programmes among relevant stakeholders (e.g. public employment services).**

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## Annex 1. Report of the workshop

The Consortium Group organised a workshop on Monday 20 March 2017 which took place in U-Residence at Campus Etterbeek of the *Vrije Universiteit Brussel* (Rue General Jacques 271, 1050 Brussels). The workshop was on invitation only as its aim was to get feedback on the framework on sport and employability (Chapter 2) and the initial study findings.

The outline of the workshop programme was as follows:

- 11:00: Welcome
- 11:05: Presentation of the partners and general overview of the study
- 11:25: A general framework for sport and employability initiatives and insight in major findings of selected case studies
- 13:00: Lunch
- 14:00: Interactive group sessions (3 groups)
- 15:30: Summary of group sessions in plenary meeting
- 16:00: End

Representatives from different organisations had been invited for the workshop: these included representatives from the selected case study organisations, job coaches working with NEETs, as well as representatives from the labour market also working with NEETs.

A list of all attendees can be found in the Table 10 below (including labels for the different types of organisations).

Representatives from the following organisations attended the workshop:

- sport and employability organisations selected for the study (C),
- employment sector (E),
- Contracting Authority (EU),
- European Observatoire of Sport and Employability (EO),
- employment services (S),
- Consortium group (CG).

*Table 10: Overview of the attendees of the Sport and Employability workshop.*

	Name	Organisation
C	Timea Sofalvi	Oltalom Sport Organisation (HU)
C	Tara Arnold	Street league (UK)
C	Arne Dreyer	Rheinflanke (DE)
C	Dennis Diedrich	Rheinflanke (DE)
C	Milena De Murga	INSERsport (ES)
C	Gonçalo Santos	CAIS (PT)
C	Sarah Rossiter	Sport4Life (UK)
C	Sarah Covington	Zurich Community Trust UK
C	Karen Freeman	Clarke Willmott
C	Phil Edwards	Clarke Willmott
C	Roel Vandewal	De Uitdaging (BE)
E	Angela Yin-Tzu Huang	Nissan Europe
E	Georg Lützenkirchen	Social consultant Rheinflanke (DE)
E	François Giscard d'Estaing	Mentor/Employer for Sport dans la

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		Ville (FR)
E	Guggi Laryae	Worldbank
E	Aline Baeyens	Adecco
E	Anneleen De Witte	ESF
EU	Luciano Di Fonzo	EACEA - Contracting Authority
EU	Viera Kerpanova	Contracting Authority
EU	Agata Dziarkowska	Contracting Authority
EU	Ellen Durst	Contracting Authority
EU	Laure Drege	European Commission - DG Employment and social affairs
EO	Aurelien Favre	European Observatoire of Sport and Employment (EOSE)
EO	Stephen Studd	European Observatoire of Sport and Employment (EOSE)
S	Jaak Vanbockrijck	Youth coach - GroupIntro Brussel
S	Lotte Carremans	InBrussels - private youth employment service Brussels
S	Phaedra Rousselle	Employability Department – Genk (BE)
CG	Marc Theeboom	Vrije Universiteit Brussel
CG	Fred Coalter	Vrije Universiteit Brussel
CG	Jasper Truyens	Vrije Universiteit Brussel
CG	Stijn Vandenberghe	VDAB
CG	Nevena Vukasinovic	ENGSO Youth
CG	Elvira Gonzalez-Valles	Streetfootballworld
CG	Frauke Hortsmann	Streetfootballworld

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### **Session 1: Presentation of the partners and general overview of the study**

During the first session, the outline of the study was presented including the mapping and selection stage and a list of case study organisations visited or selected for analysis.

### **Session 2: A general framework for sport and employability initiatives and insight in major findings of selected cases**

During this session, the framework for exploring sport and employability (as presented in chapter 3) and its various components was presented and discussed in detail.

Summary of Q&A during this session:

**Q: What is the difference between mentoring and coaching?**

A: Mentoring comprises the whole process and the different stages. Within this process coaching refers to encouragement and facilitation to get the qualifications participants need for a desired occupation (*Fred Coalter*).

**Q: An area for personal development is measuring soft-skills. Is self-reflection valuable?**

A: We would recommend organisations to measure systematically self-reflection or self-assessment. Street League stated that it was difficult to measure soft skill development as such, but has incorporated methods and workbooks for participants to evaluate their progress. However, the evaluation of the third party is more accurate. The assumption is that these things are important in different organisations in this study, but it should be systematically included in any programme (*Fred Coalter*).

**Q: Regarding the impacts, is there anything on entrepreneurship?**

A: It is an option, but it is not systematically included. In the case studies, I evaluated in India they do it systematically. In Sport 4 Life, they end up with formal externally validated qualifications and I think that is also very important (*Fred Coalter*).

**Q: How does the framework work? How do you run the sporting aspect?**

A: It has to be systematic, with formal lesson plans. There has to be self-reflection afterwards. There is a diversity of approaches, but playing sport on its own is not enough. It is an attractor to an employability programme, but the real core is a concern to develop employability skills. We have seen a number of organisations where sport is a reward, but first you have to work. The hook is both sport and employability. Both at the start of the program to provide focus, but also for ongoing support during and after the programme. Participants are made conscious that this is about employment and not about sport (*Fred Coalter*).

Sport is the entry point and they do not communicate about employability. If they say that the programme is about employability, they (participants) would be a bit scared. Sport is to engage without thinking that the end goal is employment (*ENGSO Youth*).

There is a variety. Some of these cases start from the sporting interest and then they start to set up relationships. The issue is, if sport is not in systematic lesson plans, what is learned through sport? They (organisations) have to point out why they are doing something to provide a focus (Researchers of the *Consortium Group*).

**Q: Where do you refer to the contextual environment of the participants? The labour market, the university, ...? Because they can help a lot for the employment afterwards.**

A: You can find this in the 'outcomes' column of the framework and the analysis of partnerships. But getting a job is not the difficulty, for most NEETs remaining employed is a more important issue. They lack the employability skills to fit into a professional environment (*Fred Coalter*).

**Q:** Addressing audience: **Can you all recognise your own organisation in this framework?** (*Fred Coalter*)

**A:** I believe it is a generic view. You cannot add everything. Sport is not enough. It can be the starting point. Workshops, personal development, soft skills, mentoring, follow-up for a certain point is necessary.

The model on the bottom of the framework brings this all together (the different stages of mentoring: befriending, direction-setting, coaching and sponsoring). They are key to the support of NEETs. There are a lot of programs that rely on the common-sense hope that if you do football sessions then personal development is achieved. However, the sport has to be complementary to the content of your programme and the social support that you provide (*Fred Coalter*).

Sport has to be done really systematically. It relates to previous workshops and you brief and debrief. You also link it to the daily life and the job market (*Marc Theeboom*).

The social climate is very important. It is a key to this. It is an environment where people can relax and feel safe (*Fred Coalter*).

The strength of sport lies in experiential learning. Using sport to deliver lessons to them. For instance, a dance program, it is integration with workshop content as reinforcement. Sport can be a tool to support learning (*Fred Coalter*).

**Q:** **Does the process stops at the end of the framework or not?**

**A:** That is a question for the employer. What he or she will do to support a NEET. A lot of organisational concerns are about resources. Of course, it would be good if the process would not end here (*Fred Coalter*).

No organisation or programme includes all the components of the framework. It is like a menu. What we learned is the issue and central importance of self-reflection (*Marc Theeboom*).

**Q:** **We see that they cannot make the transfer to the labour market. How can we make that transfer of soft skills to the labour market?**

**A:** If you talk to employers about soft skills, what do they miss? The programmes create a safe environment for NEETs. Some give them two weeks of work experience. That is what we see with a couple of cases. They let them work in another environment (*Fred Coalter*).

Gradually you make the shift from a safe environment to the labour market. Having a mentor in this process also helps. But our organisation thinks that there has to be a limit in the follow-up (*Street League*).

**Q: Is it possible to compare a program with and without sport?**

A: Sport is a major attractor. A lot of these people come to the programme because of sport. If it is only an employability program, they might not come. Sport is a context for experiential learning. Sport has its strengths. We asked every time for the importance of sport and they all said sport is a crucial element. The type or role of sport can be different (*Fred Coalter*).

For us, sport is still really important in our programme (*Street League*).

Street League has a sport book where they reflect on their participation in sport. It seems to me that self-reflection is a really important component (*Fred Coalter*).

Sport for employability programmes can start at a very young age. That is quite interesting. If you follow the whole thing it is a path to employment. At a young age, it is only to play. We do not talk at that point about employability. And in the end, we talk about it (*Rheinflanke*).

The culture of these organisations is very important, not only sport (*Fred Coalter*).

**Q: Is sport as much as a hook for men and women?**

A: No that is a problem. It depends on the culture. My NEETs are women. It is a different approach than men playing soccer.

### **Session 3: Interactive group sessions (3 groups)**

In the afternoon participants engaged in three small groups to discuss questions prepared by the research team.

Group 1: sport and employability organisations

Group 2: partner organisations from the cases in the study

Group 3: employment organisations and services

Each group was asked to answer general questions for all groups and specific questions regarding the role of their organisation.

General questions for all groups:

- Q1: How do you define employability?
- Q2: What are the priority needs for NEETs to strengthen their employability?

Specific questions for representatives from sport and employability organisations:

- Q3: How do you see the role of sport in reinforcing soft skills or employability skills?

- Q4: What would you regard as an ideal combination of configuration of mechanisms for sport and employability programmes?
- Q5: What are the strengths and weaknesses of the programme you deliver?

Specific questions for representatives of partner organisations:

- Q6: How do you perceive the employability of the graduates of the sport and employability programmes? Is there a difference with other youth?
- Q7: How do you in your organisation strengthen soft and hard skill development of young people?
- Q8: How do you see the role of sport in reinforcing soft skills or employability skills?

Specific questions for representatives of employment organisations:

- Q6: How do you perceive the employability of the graduates of the sport and employability programmes? Is there a difference with other youth?
- Q7: How do you in your organisation strengthen soft and hard skill development of young people?

Brief summary of the answers:

### **Q1: How do you define employability?**

A: Employability is about equipping young people with skills and beliefs. Skills are the combination of hard skills and soft skills. Hard skills enable you to get the job. Soft skills are about sustaining in a job (*group 1*).

It is difficult to define employability. It is about personal ability or being equipped with capacities and skills. Accordingly, a lot of skills were discussed. These skills help people also in other situations (for instance at the political level). But employability is also about fitting into a specific organisational culture of a company (*group 2*).

We think soft and hard skills can differ according to the job (*group 3*).

#### Summary of the general discussion:

There is a lot of debate about the definition of employability. You have different people, different places, different backgrounds and different jobs. It is hard to develop a generic list of skills for example for different contexts. While in the case of employability, you are talking about commonalities to get in and out the labour market. The way we define it and the way employability is used in the labour market is different.

Another difficulty is about defining it as a term or a list of objectives and skills which assumes employability. Another issue is *who* defines the criteria of employability. The criteria would be clear if the job sector would define them. It would be less clear if a definition is

about the person as a whole or referring to personal development as well.

There is a discrepancy between the measures of companies and how sport and employability organisations support their graduates towards employability. Therefore, the participants think they must work together and combine quantitative and qualitative measures to measure the impacts of sport and employability programmes.

Some workshop participants questioned why the framework of sport and employability refers to hard skills as employability skills and soft skills as transferable. This distinction originates from other projects aimed at personal development where there was a difference between job-related competences and transferable skills. Transferable skills are a precondition for employability, hard skills relate with work experience, work placement and employment.

## **Q2: What are the priority needs for NEETs to strengthen their employability?**

A: A variety of answers was given:

- The group settings are very important.
- Overcome barriers and get stability in their life.
- Engage them in society because most NEETs stay at home.
- Develop transferable skills.
- Understand their potential (what they are capable of and what they would like to do) and set goals.
- Make them responsible for their own future.
- Define medium and long-term goals.
- Give them organisational infrastructure and support.
- Map personal situations because they have to cope with a lot of issues (mental health, child care, environmental support, basic education, ...).
- They need a support network while they follow the programme (e.g. make sure they get to know some role models who finished the programme, so they see that they can really achieve this with the same background).
- Structure in their life.
- A good environment.
- We need to ask them what they need (they should be included in the decision-making on how to improve their employability).
- Tailor a program for different individuals.
- A safe environment.
- To feel themselves included.
- Get recognition for what they do. Confirm about things they are doing good so they get the confidence to develop themselves and get a job.
- Get a network where they can receive some help.
- They need to get motivated and inspired. Talk about their success to develop and increase their employability.
- Positive role models.

**Q3: How do you see the role of sport in reinforcing soft skills or employability skills? (for group 1)**

A: Sport enables you to start an engagement and keep engaged. In sport, you can explore skills that you can transfer to the daily live. It is also a context for experiential learning where you can use different learning styles. A sporting environment makes learning fun and relevant. They have a chance to experience a positive feeling of success, even when it is 'just' sport. Finally, it enables young people to engage with people who are in a similar position as them.

**Q4: What would you regard as an ideal combination or configuration of mechanisms for sport and employability programmes? (only for group 1)**

A: A variety of answers was given:

- The group settings are very important.
- You also need a one-on-one mentoring element.
- The local community should be involved.
- The youth need practical experiences (e.g. interviews, a social action project) during the programme.
- The programmes should foster an open, safe and inclusive environment where the youngsters will not feel any discrimination.
- Organisations should make partnerships with organisations working with socially vulnerable groups.

The culture of the organisation is very important. In an ideal combination, you create an environment where the youth fit in. But you should also give them responsibility. They must participate or fulfil a role in the organisation. The youngsters should get the chance to undertake actions themselves. The responsibilities take place between these boundaries and actions. Consequently, youngsters are not an object but a subject that is involved in every stage of the programme. During their actions, they receive support and an ideal configuration would provide reflection. The workshop participants of this group are not sure about how they would give them responsibilities. They argue that it also depends of the job.

The rules should relate to team spirit and personal skill development. The focus of a sport and employability programme is not competition, but on trying to teach them soft skills. They give the example of the *Football3* method from Streetfootballworld. Subsequently, the youngsters learn that they can create their own rules and will think about rules in society (e.g. not being discriminative). This is developed for personal development but can also be used for employability. Personal development is actually the same as developing employability skills. It is about being more employable.

Sport can only be a tool when it is in the 'right hands' and under the 'right circumstances'. Sport claims to be inclusive but it is not



because a sport organisation is part of civil society. When sport clubs must be part of it, you should first give them the capacity so they can fulfil this role. The workshop participants of this group prefer youth work with sport skills instead of sport with youth work skills.

**Q5: What are the strengths and weaknesses of the programme you deliver? (only for group 1)**

A: Weaknesses:

- There is no guarantee that the participants of the programme will find a job.
- Organisations that are still in a pilot phase are not experts.
- It is difficult to attract female participants (there are generally more males in a sport and employability programme).
- It is hard to acquire long-term employment or a sustainable impact.
- Adapted programs are not sustainable, nor ideal for participants.

Strengths:

- The passion of the staff that works with these young people.
- The youngsters get a certificated qualification at the end. This is something tangible at the hand that has a value for these young persons.
- There are very special, charismatic people in the field.
- The relationships these organisations have with the labour market or job centres.
- The flexibility of these organisations. They can adapt to the needs of the participants and to what works and what does not work.
- These organisations have a realistic approach. This means that they are aware of both the needs of the youngsters and workplaces.
- Everything depends on the people in the organisation. Therefore, a specific recommendation is to employ people with the same background as the youngsters in the organisation.

**Q6: How do you perceive the employability of the graduates of the sport programmes? Is there a difference with other youth? (only for group 2)**

A: A variety of answers was given:

- Before the programme, they stayed at home and did nothing. During the programme, they get physically active. Our programme starts at 9am so they must get up in time.
- They get a boost of confidence or experience a kind of success when they reach the end of the programme. They get this feeling for the first time in a long period.
- They receive a certificate about goals they reached on a personal level.
- They learn on how to persist.
- They learn empathy and on how to converse in a mature way.
- They learn how to temper or regulate themselves.

- A real downfall is that the impact of the programme decreases when it takes too long to get a job. A programme needs an after-care service because the programme gives them 'a safe bubble', while they have to make a transfer to reality when they end the programme and start working (in a job they are alone).
- They are more employable. The longer the programme runs, the more soft skills they learn.
- They learn how to work in team.
- They are able to strategise.
- We have a feeling that all programmes have a very positive outcome on the youth.
- The sport programme brings them to a new level. It gives them the wish to take the next step.
- Particular sports are a good context to learn soft skills or some competences are inherent to a specific sport so the graduates are better in comparison with other youth.

**Q7: How do you in your organisation strengthen soft and hard skill development of young people? (for groups 2 and 3)**

A: A variety of answers was given:

- It is about bringing responsibility to people, giving them confidence of doing things.
- The culture within organisations and the support of specific people strengthen specific skills.
- Additionally, you need specific rules and tools for people to provide them a context to learn. These tools are important and allow people to reflect, just as some sport organisations use boxing and let participants reflect on the boxing sessions.
- Execute tasks and assignments together with people help them to build confidence and trust.

**Q8: How do you see the role of sport in reinforcing soft skills or employability skills? (group 2)**

A: A variety of answers was given:

- A major contribution to the development of soft skills (work in a team, follow specific rules, learn to think about strategy).
- Soft skills match with sport development and sport practices.
- Sport should be inclusive. Sport can be a tool in the right hands.
- There is no structural link in the framework of sport and employability with formal sport clubs or federations, even though the sport sector is a strong actor in civil society and provides people with a large network of contacts.
- Question remains how sport can evaluate or monitor specific change among youth and their social skills. How can we evaluate change?
- Sport coaches somehow feel they can have a positive impact, but has it to do with sport, the background of the participants, the coaching style.
- Important for the sport sector to think about the next step to take to improve soft skills, not only for the labour market.

## Summary

- The workshop participants generally agreed with the mechanisms of the framework for sport and employability that was presented to them. Representatives from various sport and employability organisations indicated to have implemented different of these mechanisms and especially value the mentoring process in the support of NEETs.
- The participants confirmed that sport and social and employability skill development are important mechanisms in their programmes. They indicated that sport can have various roles in their programmes (an attraction, a reward, a method for experiential learning). They also stated that it has its strengths and its weaknesses.
- Participants referred to the importance of partnerships with other organisations (the labour market, educational institutes). Additionally, the mentioned that the personal context of individual NEETs is a strong determinant as well.
- There was a diversity of opinion about how to define 'employability' with a view that it was defined differently by various stakeholders and contexts. It was argued that transferable soft skills are a precondition for employability, hard skills relate with work experience, work placement and employment. Most commonly mentioned as a definition of employability was "*someone's ability or being equipped with capacities and skills*".

**Annex 2. Details of the analysis of the selected case studies**

**Street League (United Kingdom)**

**Research methods**

The visit to Street League took place from 31 October, 1 and 2 November 2016. We conducted interviews with 14 individuals (see Table 11 **Error! Reference source not found.**). We have visited Street League in London and Birmingham, talking to delivery teams of both dance and football. All interviews were tape recorded with permission of the interviewees. Additionally, we attended two workshop sessions (one in London, one in Birmingham) and a dance session in Birmingham.

*Table 11: Overview of the Street League interviewees.*

CEO Street League	
Commercial director	
Managing director	
London Operations Manager	
Birmingham Operations Manager	
London Outreach Coordinator	
London Aftercare Coordinator	
London Progression Coordinator Football	<i>Social worker</i>
London Youth and Community Coach (football)	<i>Sport coach</i>
Birmingham Progression Coordinator Dance-Fit	<i>Social worker</i>
Birmingham Dance fitness and group Exercise teacher	<i>Sport coach</i>
Former participant (football) London	
Former participant (dance) London	
Former participant (football) Birmingham	

*Table 12: The sport and employability components of Street League.*

<b>RECRUITMENT</b>	
Open access	<p>Street League uses outreach coordinators to target NEETs (aged 16-24) and recruits mainly via job centres, but also via youth centres, youth hostels, and youth offending services and through word of mouth. Additionally, NEETs can register on the Street League website or via <a href="http://getmyfirstjob.com">getmyfirstjob.com</a>.</p> <p>NEETs who are interested to participate in the Street League Academy, can join a two-day induction, during which they are evaluated, before the start of the 10-week Academy.</p> <p>There is a rolling intake in the Academy. NEETs can join the Academy whenever they</p>
Targeting	
Referrals	

	feel ready or at least after the third week of the Academy programme.
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<b>PARTICIPANTS</b>	
Self-selection	All recruits are subject to in-depth evaluation (see below).
Understanding of the relevant labour market	Street League has partnerships with local employers for placements and is aware of relevant employment opportunities.  <i>"Most of the jobs are entry level jobs in retail, hospitality or child care."</i> (London Operations Manager)
Selection criteria	Strong focus on background and socio-cultural aspects of recruits. To be selected, participants have to have at least two of 16 socio-cultural barriers to employment (see below).  As Street League does not discriminate, it may also recruit those with formal academic qualifications but who need the development of social and interview skills (seen as a central component of employability). In terms of M&E, such recruits are allocated a lower recruitment score on the delivery teams' balanced scorecard.
Formal diagnosis of personal circumstances/constraints	During an initial assessment, participants are asked to identify any barriers they feel they face to entering the labour market, from the following list: <ul style="list-style-type: none"> <li>▪ No prior work experience</li> <li>▪ Lack of local opportunities</li> <li>▪ Comes from a workless background</li> <li>▪ Has dependent children</li> <li>▪ Main carer commitments</li> <li>▪ Claims benefits</li> <li>▪ Gang involvement</li> <li>▪ Religious barriers</li> <li>▪ Problems with money management</li> <li>▪ Lives in a care home</li> <li>▪ Homeless</li> <li>▪ Criminal record</li> <li>▪ Use of illegal substances</li> <li>▪ Alcohol dependency</li> <li>▪ Transport issues</li> </ul>

	<p>Street League works with participants who are experiencing at least two of these barriers.</p> <p>They also carry out a joint assessment with staff to measure how far away they are from securing employment via a soft skills assessment (see below).</p> <p><i>"We work with the hardest to reach people. We work with them to find out what is right for them. Some might not be able to be consumer facing. It is also that there are sectors that are right for them."</i> (London Operations Manager)</p>
One size fits all?	<p>The 10-week programme involves the completion of several self-evaluation documents: an individual learning plan, a 'preparing for work' workbook, a 'taking part in sport' workbook, and a 100-hours work placement. The programme is based on accredited and non-accredited hours, 16 hours/week. The programme leaves flexibility for coaches within the framework as to how to integrate sport and with issues dealt with in the employability workshop.</p>
Diagnostic/individual learning plans	<p>There is a systematic emphasis on the development of critical self-reflection via regular recording of and reflection on components of the programme:</p> <p><b>Individual learning (ILP) or action plan:</b> this includes a code of conduct, a self-evaluation of attainment in maths and English and areas for support, a soft skill self-assessment [self-management; self-esteem, teamwork; communication; driven (ambition/determination); informed (re jobs/career), career goals] and how and when they are going to achieve them. The progress towards the goals of the ILP is reviewed with a progression coordinator in weeks 3, 7 and 10.</p> <p><b>A 'preparing for work' workbook:</b> this provides an understanding of application form writing, CV writing and conducting a job interview. For each employability course on these themes, participants have to review their own participation and progress, in addition to the feedback they receive from the progression coordinator.</p> <p><b>A 'taking part in sport' workbook:</b> this requires participants to complete a weekly</p>

	<p>diary to review their participation and learning outcomes on dress and equipment, main rules, basic tactics and skills and techniques in their sport. Their performance is also assessed by the co-ordinator.</p> <p><b>A work placement journal:</b> This provides an overview of the details of the work placement, including a health and safety checklist and the identification of personal goals to achieve during the work placement. The diary includes reflection on such aspects as: How experience matched their expectations?; Have they achieved their goals?; How they get along with work colleagues?; Is the job the kind of job that they want to do? The journal is completed with an employer review at the end of the placement.</p>
Possible referral to other agencies	Possible in specific circumstances (e.g. autism, dyslexia).

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, Sport Plus 1, <b>Sport Plus 2</b> or Plus Sport	<p>Street League uses a <b>Sport Plus 2</b> approach with sport regarded as the glue which holds the programme together. Sport is used both as a major attraction and as an experiential learning environment. Football tends to attract young men to participate some of who expect to become a football coach/player (and their expectations have to be managed), while dance attracts more young women.</p> <p>Sport is defined as an Employability unit and is integrated and is used systematically to illustrate and reinforce the formal workshop learning on a range of personal development and employability topics. Coaches use the sport programme to encourage participants to reflect on issues of teamwork, communication and leadership.</p>
Youth worker/ sport coach	<p>Each group is accompanied by two staff members: a sport coach and a coordinator who both attend in sport and employability workshops. Within a broad agreed curriculum-based approach there is flexibility within the programme to enable each team to develop specific approaches towards progressing the participants to work.</p>

Sport as a key attraction	<p>Sport and dance are key attractions, with some young men, unrealistically, wanting to be professional footballers and, especially in London, free dance classes are attractive. However, the clear emphasis from the start is on generic employability. This provides a strong focus for participants who then view the nature and relevance of all activities via the lens of their contribution to developing employability and achieving employment.</p> <p><i>"It was the employability part that attracted me. Everything was there in the programme. The sport was not about sport but about employability, because I need a job. That is what attracted me."</i> (former participant football)</p>
Sport as a basis for experiential learning	<p>Street League regards football and dance as the basis for experiential learning of teamwork, leadership, discipline and competitive spirit. This is reinforced by its integration with the employability themes explored in the workshops.</p> <p><i>"You talk about tactics and formations. What is their role in that tactical formation? They have a clear understanding on that. But we translate the role on the pitch in a team formation to the role in the work environment. So, it goes across both ends and it is very much of understanding being part of the team. You don't get along with everybody, but you have a common goal. How that reflects on the working place, how that reflects on the football pitch. 'Physical activity is reinforced by classroom learning and vice versa. It is like a little circle that goes around and has an important part in what we do.' As one participant commented 'the sport was not about sport, but about employability'."</i> (Progression coordinator football)</p> <p><i>"There is teamwork in the dance sessions, they build series or choreographies in groups of four. Afterwards, we discuss what did you do well, what not? How would you transfer this to the labour environment? Why is it important to be working in a team? This is an extension of what they learned in the classroom, it is an extension through sport."</i></p>



	<p>(Dance-Fit teacher)</p> <p>The action-based learning approach permits those who may not enjoy classroom learning to display other strengths.</p> <p><i>"That allows you to see the leadership or communication skills that these youngsters have. Maybe in the classroom they can't show that, but they can become a totally different person in the sport session, and that is key to understanding of young people as well, to see how they work in different environments as well."</i> (Progression coordinator Dance-Fit)</p>
Social skills workshops	Social skills are part of the taking part in sport sessions or preparing for work workshops.
Coaching qualifications	No. No focus on employment in sport.
Personal learning/career plan	Individual Learning Plan with self-assessment and an action plan completed by the participants with individual feedback from the coaches.
Employability relevance of skills reinforced	The programme is clearly focussed on employability and provides a coherent focus on hard outcomes: employability, education or training. Employability skills are the priority focus of the Academy and are supported via an after-care programme for those in employment.
Education compensation Maths and Language	Not as a central part in the Academy programme. Street League has an English and mathematics delivery course, but only when there is a contract with a local college to support NEETs. In that case, the courses are embedded in the sport and classroom sessions.
Small number groups/teamwork	Small groups in the 10-week programmes of dance and football, supported by one sport coach and a coordinator for each group. Emphasis on teamworking and individual responsibility to contribute.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	<p>The staff/participant relationships are a key to the success of the programme:</p> <p><i>"it is the social relationships – a sense of belonging and acceptance...we try to build a safe environment to enable individuals to ask</i></p>

	<i>for help". (Progression Coordinator Football).</i>
Interested caring adults	<p>The staff/participant relationships are a key to the success of the programme. The supportive relationships are amicable, but professional – befriending, but not being a friend. The approach is to encourage independence and enable participants to deal with issues.</p> <p><i>"We are open and honest about difficulties in one-to-one sessions, we believe in trust and understanding between the coach and the learner."</i> (Managing Director)</p>
Models for conventional behaviour	<p><i>"I believe it is us. The main role model ... access to a positive relationship with adults which they did not have before."</i> (Progression Coordinator football).</p> <p>Sport coaches and coordinators act as important role models. They participate in sport (even though the coordinators are not necessarily skilled at football or dance.</p>
Controls on deviant behaviour	Through strong social relationships with coaches and coordinators in workshops, one-on-one mentoring, sport sessions and an emphasis on taking responsibility. Close and regular monitoring of progress.
Critical support	<p>Individual support, mentoring and group discussions through workshops and individual consultations/ reviews.</p> <p><i>"You have to be not harsh, but honest."</i> (Progression Coordinator football)</p>
Value placed on achievement	The whole ethos is an emphasis on employability and achieving the identified personal development goals to achieve this. Constant monitoring of progress.
Positive attitude to the future	The constant goal is the development of employability and the achievement of employment.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	<p>In-house volunteering is not a priority outcome.</p> <p><i>"Volunteering in Street League is mostly pre-volunteering, volunteering in an external</i></p>

	<i>organisation is seen as a progression milestone"</i> (Managing Director).
In-house event organising	No specific activity.
Work experience	By a work placement or prior to inclusion in the programme.
Work placement	An opportunity for a 100-hours work placement. A developmental focus is maintained by the requirement for participants to complete a work placement journal and a diary during their placement.
IT skill development	No specific support in the London area. However, there is a stronger emphasis on computer skills in Birmingham.
Personal financial management	A basic money management module is provided.  <i>"Do all they have a bank account? Can they request one? How do they do that? What is a credit card? Many of these young people do not know that. Some people do not know what a cheque is. Even though personal budget planning is not part of the Academy programme, we have a cooperation with Bank of America to come in for a money skills workshop."</i> (London Operations Manager)
CV writing skills	CV writing and interview skills are an important part of a 'preparing for work' workbook/workshops: a workbook that provides understanding in application form writing, CV writing and conducting a job interview. For each employability session regarding these themes, participants must review their own participation and progress, in addition to the feedback they receive from the progression coordinator.
Interview skills	Part of the 'preparing for work' workbook. Mock interview sessions are provided in a central London location by the Bank of America.
Employer/partnership working	Mock interview sessions by the Bank of America + work placement.

### **OUTCOMES: EMPLOYABILITY SKILLS**

Understanding of others/perspectives	Reflections by coaches, advice, personal feedback.
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Self-reflection/ evaluation	<p>Through the different workbooks; 'preparing for work' and 'taking part in sport' participants are required to systematically be self-reflective about their personal development. There is also an individual learning (ILP) or action plan: including a code of conduct, a soft skill self-reflection assessment plan, career goals and personal/social/fitness development goals. The ILP contains questions for each of these goals: What is your goal? How are you going to achieve it? When do you want to achieve this? The ILP includes progression reviews in week 3, 7 and 10.</p> <p>The five criteria in the self-reflection assessment plan are: self-management, self-esteem, teamwork, communication, driven and informed.</p>
Personal responsibility	<p><i>"We make sure that they can move on and progress. I won't sit with them and take them by the hand. They have to make the progress. When they leave, they should be able to go for it. Some are still immature, but that does not come with age, but experience."</i> (Progression coordinator Dance-Fit)</p> <p>The development of personal responsibility is encouraged via the various workbooks and self-evaluation.</p> <p><i>"We guarantee them an opportunity for a work placement, the skills to search and job interviews skills, but I cannot sit with them during the interviews, they have to do that themselves. We give them access to the labour market."</i> (Progression Coordinator football)</p>
Teamworking	<p>Individual workbooks, but group sport sessions. Especially in dance sessions, the choreographies or dance battles help them to work in a team. This dimension is part of the self-assessment tool.</p>
Time management	<p>Part of the work placement evaluation and the individual learning plan (ILP).</p>
Conflict management	<p>In discussion and the practice of sport.</p>
Communication skills	<p>This dimension is part of the self-assessment tool and is practiced in workshops and sport</p>

	sessions.
Perceived self-efficacy	<i>"It is a very easy programme to do, it helps you to develop skills and get more confidence. My confidence is very high now since the programme. Meeting new people, other participants, but also the studying, because of the support of the teachers helped me with building more confidence."</i> (former participant in the football programme, London)
Problem solving	Self-management as part of the self-assessment tool and workbooks.
Focus/direction	This dimension is part of the self-assessment tool and is reinforced by all aspects of the programme.
Ambition/motivation/initiative	Developed and encouraged via organisational culture and the focus of Individual Learning Plans.
Leadership skills	Self-management as a part of the assessment.
Increased maturity	Not evaluated, but encouraged via systematic critical self-reflection.

### **IMPACTS**

*"Somebody that is aware of his current situation, self-aware, has the skills set to be able to go in to the labour market, that successfully gained the qualification, completed the work placement, and somebody that is in full time employment in the end of it. That is a successful graduate to me."* (Progression Coordinator football)

Individuals employed in organisation	No.
Employed	63% of all positive outcomes went directly into employment. Ongoing support for 12 months to support sustained employment. <i>"Most of the jobs are entry level jobs in retail, hospitality or child care."</i> (Operations Manager)
Choose further education	Possible. 21% moved into further education. 16% moved to further training.
Employed by work placement organisation	Possible. No specific data available.
Seek jobs without assistance	Possible.
Organisation sponsors/	Yes.

mediates with employers	
Referred to job agency	Most participants are sent by a job centre or remain in the support of the job centre.
Remain unemployed	404/1685 participants (23%) did not achieve any outcome (Education, employability or training).
Ongoing support	<p>An after-care coordinator remains in contact with graduates for 12 months, to support sustained employment (a PI for Street League).</p> <p>NEETs who have not achieved a positive outcome (education, training or sustained employability), can enter a social programme. This is a support programme based on one-on-one support by the progression coordinators, including mentoring and job searching sessions.</p>

# Rheinflanke (Germany)

## Research methods

A visit was made to Rheinflanke on 11 and 12 January 2017. We conducted interviews with 12 individuals (see Table 13 **Error! Reference source not found.**). We attended a training session for girls in the Meckenheim centre. All interviews were tape recorded with permission of the interviewees.

Table 13: Overview of the Rheinflanke interviewees.

The CEO of Rheinflanke	
Head of public relations, international cooperation	
Project Manager 'Work for You'	<i>Social worker</i>
A pedagogical supervisor	<i>Social worker</i>
A sport coach	<i>Sport coach</i>
A social worker	<i>Social worker</i>
Football trainer and integration coach	<i>Sport coach</i>
A sport coach and former participant	<i>Sport coach</i>
A participant of the Armenia 09 football club	
Two participants of the 'HOPE'-project	
A participant of the Meckenheim centre	

Table 14: The Sport and Employability Components of Rheinflanke.

<b>RECRUITMENT</b>	
Open access	<p>Rheinflanke organises open access sport sessions in eight areas near Cologne and Berlin. These sport sessions take place in schools, cultural centres or open access sport facilities. The sport sessions are free of charge. Participants from different ages (8-27) can join in different sessions. In most cases, sport sessions are divided into age categories. Sometimes, separate sport sessions are organised for boys and girls.</p> <p>Even though it is an open access sport programme, the organisation targets vulnerable groups living in specific areas near Cologne.</p>
Targeting	
Referrals	

<b>PARTICIPANTS</b>	
Self-selection	Open sport sessions for young people from different neighbourhoods. Rheinflanke uses Facebook for active promotion and through

	<p>posters in the local areas. Strong focus on refugees and more deprived neighbourhoods.</p> <p><i>"We have an open-access policy, but we especially support social vulnerable people: jobless people, low educated people, refugees, those who have difficulties with school"</i> (CEO).</p>
Understanding of the relevant labour market	No detailed information, only contact with a small number of employers.
Selection criteria	No selection. All sport sessions are open for everyone.
Diagnosis of personal circumstances/constraints	No. No specific registration or diagnosis of individual sporting or employability needs.
One size fits all?	<p>All participants are free to participate in the different sport sessions organised in each area (different sports, different age categories, sometimes female only programmes). Additional social skills or employability skill support is provided upon request (i.e. interview skills, CV writing, job searching). Coaches mentor participants individually before or after sport sessions or during appointments in the office.</p> <p><i>"What we share is sports and use sports as a first contact. What we do afterwards is individual coaching for everybody on various topics. Everyone is different. We offer language classes for some, but never for everybody. What we do, is much more individual coaching of the youth."</i> (Head of public relations)</p>
Diagnostic/individual learning plans	No. Only registration and monitoring of individual support that has been provided to participants on an annual basis. Even though these data are recorded, there is no additional purpose.
Possible referral to other agencies	Possible in specific circumstances to registration office for refugees, housing centres, job centres, ....

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, <b>Sport Plus 1</b> , Sport Plus 2 or Plus Sport	This is a <b>Sport Plus 1 programme</b> . Sport is used as an attraction to start a conversation with the participants on their further development. The sport sessions are provided in schools or public sport facilities and are



	<p>targeted to vulnerable youth (children from a non-European background, refugees, NEETs) among multiple age groups. In some cases, separate sport sessions are organised for boys and girls. Not all families support mixed sport sessions. Especially for (muslim) girls there are separate sport sessions.</p> <p>Rheinflanke organises different sport activities (football, basketball, volleyball, fitness) in multiple settings. All sports are provided in open training sessions without any formal membership. Additionally, Rheinflanke takes the lead in different football teams of refugees and NEETs which are also affiliated to local football clubs.</p> <p><i>"The start of our programme is always the same: sport activities (volleyball, football, dance). We get in contact with the young people, they know us, they trust us and later on we try to help them in their development, their social skills and so on."</i> (CEO)</p>
Youth worker/sport coach	<p>Most of the staff members of Rheinflanke are sport coaches or social workers with a sport background. Each group is accompanied by multiple social workers. They play together with the participants, or talk at the side with them about various topics in their life.</p> <p>Some coaches have a formal sport coach background, but most others have expertise in social work, youth work or pedagogy.</p>
Sport as a key attraction	<p>The sport is regarded to serve as a social learning medium that is believed to provide the young people with key competences, such as fair play, tolerance and frustration control.</p>
Sport as a basis for experiential learning	<p>It is a sport for development practice, giving young people an environment to be physically active and to connect and reflect on social skills in life.</p> <p><i>"We work also on frustration and tolerance. Many participants feel frustrated when they have to complete another application template for a job. We ask them to reflect on their frustration during the soccer matches and how they found a way to deal with it. 'How can you make a transfer to handle this during the application for a job?'"</i> (CEO)</p>

Social skills workshops	There are no specific workshops. Individuals can receive personal support to find a job, get access to social services, have support to find an apartment ... Some of the youth workers have more experience than others, so youth workers refer to each other for specific support.
Coaching qualifications	Rheinflanke does not organise formal qualifications, but redirects participants to other organisations to obtain a coaching qualification.
Personal learning/career plan	No individual learning plan. Participants can join and return to the sport sessions whenever they like. Personal learning and support is based on the questions of participants or their participation in individual mentoring.
Employability relevance of skills reinforced	Strong focus on sport sessions as a means to interact with participants. Employability relevance is based on the personal support of coaches to support them finding a job through CV writing, job searching, interview training. All the support is provided through individual sessions.
Education compensation Maths and Language	Yes. German classes and mathematics classes are organised by a volunteer.
Small number groups/teamwork	Open sport sessions for large groups of participants (open access, for specific age categories or male/female). Additional employability support is based on individual mentoring.

### **SOCIAL CLIMATE**

Sense of safety/ acceptance/belonging	<p>Participants experience a growth in confidence, a feeling of belonging to the organisation, a family. Especially in Meckenheim, the relationship with youth workers and the sport (boxing, football) gives the participant a positive feeling of inclusion/belonging.</p> <p><i>"He is part of the group of children who improved through our programmes. He can come to sport, ask questions, he can talk to us about everything, his mother, his relationships, his situation in the family. It is important for us to keep that relationship."</i></p>
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	(pedagogical supervisor)
Interested caring adults	<p>Listening, talking, providing a positive environment to sport and have fun. Strong ties to youth work.</p> <p><i>"What we always do, we believe in them, we believe in their talents and we want to make them strong. You have good skills, we try to push their self-esteem."</i> (pedagogical supervisor)</p> <p><i>"It is a long process. They must have trust in our team. We become a friend, we talk. We are with 2-3 coaches in a session; one plays with them and the other coaches are looking and talking to the other participants. They just talk. We don't force it. That is very important. We have time, they have to come to us. They have a social worker and a parent for they have to do different things, we are just the trainer."</i> (CEO)</p>
Models for conventional behaviour	<p>Yes. Coaches as role models, examples of good behaviour, providing opportunities for young people in deprived neighbourhoods.</p> <p><i>"The Rheinflanke concept (or my concept) is to participate in every training with them. I'm on the same level as them. I'm a player and I'm a referee, but you can be referee too. You have the same opportunities. Everybody can discuss everything. We have a football session where we need no referees. They learn to deal with a situation without referees. They always see us as role models, models of conduct and as a way to approach different issues."</i> (pedagogical supervisor)</p>
Controls on deviant behaviour	<p>Through strong interactions between coaches and participants during the sessions.</p> <p><i>"At first, he was 'fighting' with us, socially. He was doing bad things. There was a distance between us. He was somehow crazy. Later, after a couple of weeks, he came closer to us and the sport sessions and shared more to build a trust relationship. That is our concept. Let them be themselves. Eventually, they will cooperate."</i> (pedagogical supervisor)</p>
Critical support	<p>The coaches provide individual support and mentoring to the participants. This is not formalised in a programme, nor in time. Sometimes, coaches develop a strong</p>

	<p>personal relationship with participants.</p> <p><i>"We come into a dialogue how we can solve the situation; that is what we try to teach. It depends on situations how and when we sit down with the participants. We never send them away, we talk about what happened. It depends on the coach and his experience to see what is the best solution."</i> (CEO)</p>
Value placed on achievement	Not through sport. The coaches value a positive outcome and the emphasis on progress in life, education and/or work.
Positive attitude to the future	Yes. Social coaches discuss and reflect on participants' personal situation and aspirations in life.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	<p>Yes. Some smaller voluntary activities during the sport sessions, but not formal part of a programme.</p> <p><i>"We like to teach them responsibility. They come to us to do specific things during the sport sessions. That is how we support their social responsibility. To become active organisers as well. In the end, participants receive a certificate from Rheinflanke. We write the social skills on the certificate."</i> (CEO)</p>
In-house event organising	No.
Work experience	No.
Work placement	Yes. The staff mediates between the participants and a potential employer when necessary.
IT skill development	No means to support IT skills.
Personal financial management	No.
CV writing skills	CV writing and interview skills are part of an individualised support provided by two of the youth workers in the organisation. The approach is not formalised or recorded.
Interview skills	During individual sessions.
Employer/partnership	Connection with some employers, but no

working	strong formal relationship.
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<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	<p>Social and life skills are supported through the sport sessions and contacts with coaches. There is no formal list of skills and competences that are supported through the various sport sessions.</p> <p><i>"We work with social disadvantaged groups. It is important for us to mix different backgrounds to give them the opportunity to meet other people that they do not always stay in their own group."</i> (CEO)</p> <p><i>"There are many things I have learned in Rheinflanke. So many I can't name them all. You learn that all people are equal and you need to respect others, no matter what their background is. I have learned to deal with a lot of people from various background thanks to the practical experience of the sport sessions"</i> (coach and former participant).</p>
Self-reflection/evaluation	Not a key element in the programme. This can be part of the individual mentoring support.
Personal responsibility	When specific problems arrive in the sport sessions, this will be discussed.
Teamworking	<p>Yes. Reinforced in the sport sessions.</p> <p><i>"The way the older participants treated me during the boxing sessions, helped me to deal with my friends in the neighborhood. The coaches supported us and created an environment where I could build friendships with others. They always told us 'we were all on the same boat and had to work together'. I realized I could implement this metaphor in real life and on the street"</i> (participant).</p>
Time management	<p>Yes, this is reinforced in the sport sessions.</p> <p><i>"We try to teach them to come on time for each session. It helps teaching this in a group. For example, we don't start when someone is not on time, so the group is not amused when they have to wait"</i> (CEO).</p>

Conflict management	Yes. Conflict management is discussed when conflicts arise in sport sessions.
Communication skills	Not a key element in the programme. There are no classroom or workshop sessions in the Rheinflanke programme. All social skills are taught during the sport sessions or during individual mentoring.
Perceived self-efficacy	Yes. Especially through individual mentoring. <i>"We also work on responsibility and self-confidence, mostly by talking, role-play and other methods depending on the coach. There is more than one method to do this, but in most cases it is a combination of talking and role-play during the individual talking sessions. We try to convince them by talking, but it takes a long time"</i> (social coach).
Problem solving	Can be part of the individual mentoring programme.
Focus/direction	Yes. Social coaches discuss various ambitions and targets of participants during and after the sport sessions.
Ambition/motivation/initiative	Can be part of the individual mentoring programme.
Leadership skills	Rheinflanke offers special leadership workshops and anti-aggression training to strengthen leadership skills and learn about group dynamics, especially with the scope of voluntary programmes and the federal volunteer service (Bundesfreiwilligendienst).
Increased maturity	Yes. Most of the participants need additional support to understand and get access to the labour market. <i>"Participants don't have an idea about their future, they lack realistic ideas of the job market. They are unable to write a good letter. In general, they are just not able to work, they are not mature enough"</i> (social worker).

<b>IMPACTS</b>	
Individuals employed in organisation	Not systematically. There was a participant who became a sport coach for Rheinflanke in

	his area.
Employed	Yes. This is a possible impact.
Choose further education	Yes, supported by the organisation to get young people into education. No records available on Rheinflanke's contribution.
Employed by work placement organisation	Possible, but work placements are supported by the educational system. Students have to make a practicum in the final stage of their secondary school. This means that students participate in school for 3 days a week while they start working in an organisation for 2 days. Once they completed school, they start working in the organisation.
Seek jobs without assistance	Possible.
Organisation sponsors/mediates with employers	Yes. Sometimes the social workers mediate between potential employers or current employers with former participants of Rheinflanke.
Referred to job agency	Yes. Individual participants and refugees are supported or assisted to go to job agencies.
Remain unemployed	Yes. Can happen. There is no follow-up system.
Ongoing support	Yes. Participants can remain in the programme for a longer period.

# Oltalom Sport Association (Hungary)

## Research methods

A visit was made to Oltalom Sport Association on 30 and 31 January 2017. We conducted interviews with 8 individuals (see Table 15 **Error! Reference source not found.**). We attended two training sessions: one in a correction home for girls and one for unaccompanied minors. All interviews were tape recorded with permission of the interviewees.

Table 15: Overview of the Oltalom Sport Association interviewees.

Managing director
The international coordinator
A sport coach
A sport coach
A social worker
The job coach
Two former participants

Table 16: The Sport and Employability Components of Oltalom Sport Association.

RECRUITMENT	
Open access	Sport sessions organised by Oltalom Sport Association are open access. Additionally, participants are recruited through word of mouth of clients of the Oltalom Charity or through posters and online communication of the Sport Association. Oltalom makes use of Facebook as an important medium to communicate with the different groups who participate in the different football sessions.  Participants willing to receive additional employability support, can discuss this with the sport coaches and social workers during and after the sport sessions.
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	Most participants come to Oltalom Sport Association because they like football. For a number of the sport activities, the participants are linked to specific organisations (the correction home, the boarding school for unaccompanied youth). The open football sessions are targeted to vulnerable youth starting from 6 years old, but also more privileged youngsters can participate in the programme. The participants self-select their participation in



	<p>sport. They come from a variety of backgrounds, related to specific family issues, social or cultural background (single parent families, orphans, homelessness, refugees, Romani ethnicity).</p>
Understanding of the relevant labour market	<p>A small network of employers. According to the Oltalom staff, there is a high unemployment rate but also a lot of low-quality jobs. Participants do not have a clear understanding or realistic expectations of the labour market. Also, the black market provides higher wages but no long-term sustainability for participants.</p>
Selection criteria	<p>No exclusion criteria. In 2016, there were 365 different participants in the sport sessions of Oltalom (268 or 74% of them were male). 104 (28%) are older than 18 years old.</p>
Formal diagnosis of personal circumstances/constraints	<p>There is a digital database on the personal details of the participants and the workshops and sport sessions they have participated in. Oltalom keeps records of all of its participants' backgrounds (i.e. date of birth, family status, address, work experience, educational status). This is used as relevant information for their individualised work with the youngsters.</p>
One size fits all?	<p>There is no general NEETs programme of accredited learning and formal employability workshops. Instead, there is individual support based on the weekly reflection of coaches and social workers.</p>
Diagnostic/individual learning plans	<p>In collaboration with the job coach a personal action plan is set up. There are no formal learning plans to provide programme support. The staff members provide specific workshops (language support, social skill support, employability support) on an irregular basis and on individual request.</p>
Possible referral to other agencies	<p>Rare. Oltalom Charity Society or Sport Association provides most of the support to the participants.</p>

#### **OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES**

<p>Sport <b>Sport Plus 1</b></p>	<p>This is a <b>Sport Plus 1 programme</b>. Sport is used as a hook and as an educational and</p>
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Sport Plus 2 or Plus Sport	<p>social context.</p> <p><i>"Sport, the football is like a hook or a net. That is the door where they enter. ... That is also the way to keep the regular contact with them. That is what keeps their motivation"</i> (Managing director).</p> <p><i>"It also has a lot of educational elements, like the regularity, the punctuality, the responsibilities you take and how you cooperate with others and how to handle the conflicts"</i> (International coordinator).</p> <p><i>"The main problem of being poor or homeless, is the lack of contact. The lack of a personal network. A football team is a great network"</i> (Managing director).</p>
Youth worker/sport coach	<p>Both social worker and sport coach are present during the sport sessions. Additionally, there has been a job coach appointed since September 2016 to provide employability support (CV writing, job interview sessions) and English skills.</p>
Sport as a key attraction	<p>The interviewees indicated that the sport programme provides an environment to have fun and feel good. In addition, it also offers an opportunity to get in contact with youngsters to discuss personal matters.</p>
Sport as a basis for experiential learning	<p>Participants have to follow specific social rules to be selected for national and international tournaments.</p> <p>The level of attendance during training sessions and good conduct determines the likelihood to be selected for national and international football tournaments. The emphasis during the tournaments is not on sports technical performance, but more on their social behaviour.</p> <p>Oltalom makes use of the football3 method which focuses on fair play, equality and teamwork. There is no referee and the participants discuss the rules before and after the game. Additional to the final score, they provide a fair play score for the opponent.</p>
Social skills workshops	<p>There are social skills workshops in the programme. Good conduct is part of the requirements during the sport sessions. And there are regular individual sessions with</p>

	social workers and the job coach, where social skills are discussed.
Coaching qualifications	No.
Personal learning/career plan	Yes. Individual follow up of participation in sport sessions and social sessions from the social coaches. The development of the participants is discussed weekly.
Employability relevance of skills reinforced	Support to develop the necessary tools to find work (CV writing and interview training and English classes), but no reinforcement in general sport sessions or mentoring.
Education compensation Maths and Language	There are optional English classes for participants. During the competence training programme, maths and natural sciences are taught.  Extra classes when needed are provided by volunteers.
Small number groups/teamwork	Small groups for the additional employability-focused support.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	Regular and open access sport sessions give youngsters a feeling to connect to a group.  <i>"The coach was very open and welcoming. Not only for me but also for the other girls that came in at the same time. And it didn't matter how we played. Some of them hadn't even played before. The coach could direct us in a way on the pitch in a way that we felt successful"</i> (former participant)  <i>"We can be who we are and we don't need to wear a mask"</i> (former participant).
Interested caring adults	Both sport coaches and social workers refer to a common relationship with participants as a guide, a mentor or a role model.  <i>"I had good relations with the coaches and social workers. We had lots of discussion and if I had some personal problems I could have some private discussions about it. There were lots and lots of speaking and talking through these problems and that helped me get ready for things and to prepare for challenges I was facing"</i> (former participant).  <i>"The coach wants us to be very good but</i>

	<i>does it in a different way compared to other sport clubs. ... He doesn't use any pressure and does not push us down" (former participant).</i>
Models for conventional behaviour	The female football coach was once a participant in the Sport Association herself. She became a professional football player afterwards and believes that she is still a role model to some participants.
Controls on deviant behaviour	Rewarding by selection for tournaments, clear reporting on good behaviour and conduct during all sessions.
Critical support	Individual support and mentoring on appointment or before/after the sport sessions. Employability support in self-selecting smaller group sessions.  <i>"I lost my job in October and the coach said that here is the opportunity to help you find a job. ... The most important thing in which they helped me – the job coach and the coach – was to clarify with myself what I want to do. That is to work with people. Because in October I was on the point of quitting social work and I was considering going to a factory. ... But I could realise that I want to work with people. This is what I want to do and from that point everything went smoothly" (former participant).</i>
Value placed on achievement	Value good conduct during the sessions. For the participants, there is a focus on selection for the sport tournaments. Value of participation, involvement and teamwork.
Positive attitude to the future	Participants are encouraged to re-engage in education.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	Yes. Volunteering opportunities in the charity.
In-house event organising	No.
Work experience	No work experience opportunities are provided.
Work placement	No. Occasionally at partner organisation Oltalom Charity Society.
IT skill development	No specific support, but it is part of the

	competence training programme of the charity. Participants can have support on CV writing and job searching at an individual basis. No equipment available to teach them IT skills. The job coach uses her personal iPad during the language courses.
Personal financial management	This is part of the competence training programme. Provided by the job coach or in cooperation with the college.
CV writing skills	CV writing is taught by the job coach. Mostly on an individual basis.
Interview skills	Interview skills are taught by the job coach. Mostly on an individual basis.
Employer/partnership working	No involvement of other employers in the employability support.

<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	Through participating in the national and international sport tournaments and the involvement in the Oltalom Charity Society, participants come in contact with a variety of other people allowing them to get a better understanding of other perspectives.
Self-reflection/evaluation	According to the staff, sport sessions are a valuable contribution in promoting social reintegration and especially strengthening self-confidence, self-image.  Oltalom does not provide self-reflection tools. But the use of the football3 methodology with pre- and post-game discussions, encourages participants to self-reflect and evaluate their own and other players' behaviour. Self-reflection also happens during the employability courses and individual sessions with social workers.
Personal responsibility	Participants are encouraged to act in a responsible way (e.g. regular attendance to training sessions and showing up on time) as a condition to be allowed to travel to and participate in international football tournaments.
Teamworking	Teamworking is emphasised through participant's regular involvement in a team sport (football).  <i>"Here I work in a team and in the football it</i>

	<i>was a very important moment when I realised that we are not only on a pitch, but that we all are working towards the same goal. And it is similar in a job as well” (former participant).</i>
Time management	No.
Conflict management	Yes. Part of the individual support and competence training programme.
Communication skills	Inherent through regular attendance in the football training sessions and international tournaments.
Perceived self-efficacy	Confidence building through the football sessions.  <i>“When I first played on a big pitch, I got really scared and I didn’t know what I was doing there because it seemed so overwhelming. And the coach gave us a difficult task to do and I was afraid that I was not able to do it. But I thought I give myself a chance to try it and the first time the team couldn’t succeed to do it. But he told us to do it again and the second time we succeeded. And I was very satisfied that I can do it and the next time I went to the training with this feeling that last time I was able to do it and this is what strengthened my confidence and what I could bring to my life as well.” (former participant)</i>
Problem solving	This is discussed with social workers or the job coaches during group sessions or on an individual basis.
Focus/direction	Strong focus on participation in international football tournaments but linked to specific conditions.
Ambition/motivation/initiative	Participants are encouraged to re-engage in education and to use their own initiative in contacting employers.
Leadership skills	This is discussed during the football sessions and the international tournaments.
Increased maturity	<i>“Through the football, I don’t get scared of situations anymore and I can represent myself better” (former participant).</i>

<b>IMPACTS</b>	
Individuals employed in the organisation	No, this is not an intended outcome of the programme. This only happens occasionally.
Employed	Yes, some people will find work during or after the programme.
Choose further education	Participants with no basic educational qualification (who dropped out of primary or secondary school) are encouraged to continue their education. They can follow special classes at a nearby night school. Some participants are encouraged to choose further vocational education. Oltalom collaborates with the John Wesley Theological College that offers a BA course in social work and social assistant course by Oltalom Charity Society.
Employed by work placement organisation	No. There is no work placement in the programme.
Seek jobs without assistance	Possible. Most available jobs for participants are cleaning in hotels, working in a kitchen or a fast food restaurant. Especially the flexibility to decide your own working hours in these restaurants, attracts many participants. Specific outcomes of the programme for participants are very diverse, leading towards a combination of work, study and sustained engagement in the sport programme.
Organisation sponsors/mediates with employers	No. This is not the philosophy of the job coach. She believes that the participants need to use their own initiative based on their own competences and skills.
Referred to job agency	Yes.
Remain unemployed	Possible.
Ongoing support	Yes. As this is an open access programme, participants can keep in touch with social workers and the job coach.

Additionally, Oltalom Sport Association cooperates in a three-week competence training programme provided by the Oltalom Charity Society and the John Wesley Theological College. The purpose of this training is to help vulnerable people to integrate into the labour market. The target group of the programme are primarily homeless people, people with disabilities and young NEETs.

The three-week programme includes;

- A 50-hour key competence training programme, focussing on communication, maths and natural sciences, cultural competence, digital competence, social and civic competence, financial management, labour market knowledge and entrepreneurial competence.
- 15 hours of professional orientation and job searching techniques, focusing on job searching, career planning, professional competence development and decision-making.
- A 50-hour sport programme to improve physical activity and social development. This programme is provided by the Oltalom Sport Association.

In addition to the three-week programme, the Oltalom Charity Society provides active job searching follow-up for a period of 12 months. It was indicated that 20% of the clients who are performing consistently during the overall programme will find a job. Both Oltalom Charity Society and the Oltalom Sport Association would like to organise this competence training programme more often, but they lack the financial resources to do so.



## Sport 4 Life (United Kingdom)

### Research methods

A visit has been made to Sport 4 Life on 13 and 14 February 2017. We conducted interviews with 8 individuals (see Table 17 **Error! Reference source not found.**). We have attended two training sessions, one social activity and a job interview workshop. All interviews were tape recorded with permission of the interviewees.

Table 17: Overview of the Sport 4 Life interviewees.

The CEO	
The operations executive	
The marketing and insight manager	
A project coordinator	Youth worker/sport coach
A project assistant	Youth worker/sport coach
A participant (male)	
A participant (male)	
A participant (female)	

Table 18: The sport and employability components of Sport 4 Life.

RECRUITMENT	
Open access	<p>Sport 4 Life targets NEETs or people who work for less than 16 hours a week (claiming job seeker’s allowance), aged 16-29. Participants can be involved in another programme. The project coordinator and the project assistant recruit participants in the job centres and charities in Birmingham and through youth offending teams of the city of Birmingham. In addition to active recruitment, they receive referrals from local job centres and potential participants can apply through an online form on their website.</p> <p>Sport 4 Life does not turn away potential participants, but refer to other organisations when specific support is needed. The staff of Sport 4 Life indicates that they act as an intermediate organisation connecting with job centres, charities, homeless centres.</p> <p>All participants are provided with free bus passes for each session to make access easy.</p> <p>Participants complete a registration form at the start of the programme, including personal details and background questions (see below).</p>
Targeting	
Referrals	

<b>PARTICIPANTS</b>	
Self-selection	Self-selection on the website, the use of social media and communication in job centres.
Understanding of the relevant labour market	Sport 4 Life has a strong cooperation with local job centres.
Selection criteria	Yes. Target on NEETs supported by a formal diagnosis, even though others are not excluded.
Diagnosis of personal circumstances/constraints	<p>There is a detailed registration form and personal action plan, based on the Outcome Star. The Registration Form collects background information on the following;</p> <ul style="list-style-type: none"> <li>▪ exclusion from school,</li> <li>▪ criminal record,</li> <li>▪ if they suffer from issues of confidence, anger and mental health,</li> <li>▪ if they live in care,</li> <li>▪ if they are asylum seekers,</li> <li>▪ if they have been a teenage parent,</li> <li>▪ alcohol and tobacco use.</li> </ul> <p>Additionally, they record participants' highest academic level of participant to see how their qualifications match with the target group of the programme (i.e. NEETs).</p>
One size fits all?	There is a general NEETs programme of accredited learning, formal employability workshops, one-to-one mentoring sessions, a youth-led community programme and structured sport sessions for all participants. Due to a block intake, all participants experience the same employability support.
Diagnostic/individual learning plans	<p>A number of documents are completed which require participants to be self-reflective and consider their strengths and weaknesses, with a planned approach to personal development. Such documents serve to give the programme a conscious structure and set of clear goals related to personal development and employability.</p> <p>Each participant completes an Outcome Star for Youth work. This star, based on the concept of perceived self-efficacy, is a self-evaluation tool to measure the extent of</p>

	<p>change on specific dimensions and to engage and stimulate participants throughout the programme. The Star is based on 6 goals:</p> <ul style="list-style-type: none"> <li>▪ making a difference,</li> <li>▪ hopes and dreams,</li> <li>▪ well-being,</li> <li>▪ education and work,</li> <li>▪ communicating</li> <li>▪ choices and behaviour.</li> </ul> <p>Participants complete the Star three times during the programme assisted by a mentor (i.e. during the first week, in a review after 3 weeks and at the end of the programme). Participants either complete the star on their own or with a youth worker. Additionally, a worksheet includes an individual Action Plan which identifies priority areas for development and the actions that will be taken by specific dates.</p> <p>The externally validated 'Life and Living Skills' workbook requires participants' self-evaluation of areas in which they are strong or need development:</p> <ul style="list-style-type: none"> <li>▪ speak clearly with other people,</li> <li>▪ work well in a team,</li> <li>▪ maths skills,</li> <li>▪ problem solving,</li> <li>▪ computer skills.</li> </ul> <p>They are required to identify areas for improvement and how they are going to do this.</p> <p>The Externally validated 'Sports Leadership award' requires the completion of a learner evidence record. This is completed by both participant and tutor and provides evidence of learning and assessment throughout the course related to leadership skills and behaviour. This is a detailed document which records a participant's experience of planning and leading sport/physical activity sessions and what they identify as the most important components of leadership skills.</p>
Referral to other agencies	Possible in specific circumstances when the needs are acute (i.e. language skills or learning difficulties).

**OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES**

<p>Sport, Sport Plus 1, <b>Sport Plus 2</b> or Plus Sport</p>	<p>This is a <b>Sport Plus 2 programme</b>. Sport 4 Life views sport as contributing to the development of communication skills, leadership, respect and resilience. It provides different sports (e.g. rock climbing, raft building, football, basketball) and sport sessions throughout the 5-week programme. As it is a Sport Plus programme, the sport sessions are based on outcome-focussed lesson plans and participants have to take an active role as a leader or a coach as part of their Sports leadership qualification. Additionally, standard feedback sessions are organised before and after the sport sessions to discuss specific issues which arise during the sport sessions.</p> <p>Additionally, Sport 4 Life also organises stand-alone sport sessions in the afternoon to attract new participants.</p>
<p>Youth worker/sport coach</p>	<p>The programme coordinators and assistants are neither specific youth workers nor sport coaches, but have experience of working with young people. Sport 4 Life will train their youth workers and coaches as Level 1 sport qualification or to a Level 2 Mentoring qualification.</p>
<p>Sport as a key attraction</p>	<p>Sport 4 Life regards sport as part of their unique selling point and as a key attraction.</p> <p><i>"Sport is a tool, a way to get them here. It works on soft skills, their confidence, talking and meeting people with the same age and in the same situation. Sport is just the tool, but you can use anything. It is the tool to get them all here."</i> (project coordinator).</p>
<p>Sport as a basis for experiential learning</p>	<p>Sport 4 Life views sport as a key medium for developing the soft skills of communication, leadership, respect and resilience. Sport 4 Life uses sport to create a cooperative team building environment for participants rather than emphasise competition. During the sport sessions and the youth-led social activities, participants have to display and explain different skills and behaviours as a leader. Participants have to describe these skills and behaviours in their 'Sports leadership Learner Evidence' workbook (which is assessed by an</p>

	<p>external validating agency).</p> <p><i>"We go and do it on the field and have a little discussion afterwards. Then, we come back to the office here and reflect on it again. It is the same with hockey, football and basketball."</i> (female participant).</p> <p><i>"You go over these soft skills in workshops: 'what does a leader have? 'You bring in some celebrities or famous people and you discuss with them. 'What is important in life? How can it strengthen you and be applied in a professional environment?' Then you apply these skills in a sport session, so it is like they are learning that these skills are also important to find work, but we transfer it to sport."</i> (project coordinator).</p>
Social skills workshops	<p>Self/time management skills and initiative are assessed during an initial social activity project/town task in the inner city of Birmingham. Analogous to a treasure hunt, participants have to complete a list of tasks which require them to communicate and interact with passers-by, taxi drivers, police and visit a variety of public institutions which they might not otherwise visit. Wider social skills are addressed systematically in various workshops and developed and reinforced during the sports sessions.</p>
Coaching qualifications	<p>The NEETs programme includes 'Level 1 Qualification in Sports Leaderships' (SL1) and an 'Entry Level 3 Life &amp; Living skills' qualifications enabling NEETs to develop a CV in the 5-week course. The sports leadership qualification is regarded as developing generic and not necessarily sports-specific skills. Both qualifications are integrated in the NEETs programme and externally reviewed and awarded. Participants have to complete workbooks in order to obtain their qualification.</p>
Personal learning/career plan	<p>The Outcome Star, Sports Leadership and Life and Learning Skills workbooks require participants to identify strengths and weaknesses. They require participants to record their relevant activities and progress during the programme.</p> <p><i>"The Outcome Star includes six aspects of your life. Each participant needs to score</i></p>

	<i>them from 1 to 5. You may have 'ones' on the first week and 'fives' at the end of the programme. So, on the first week you say 'You are a 'one' now, but what does it takes to become a 'five'? How can you make those areas of your life better or improved? You come up with an action plan'. Later in the programme, you ask them to make another outcome star and see where they are."</i> (project coordinator).
Employability relevance of skills reinforced	The workshops in the 5-week programme evolve from life skills to more focussed employability workshops, including CV writing, job interviews preparation and mock interviews. Additionally, employability skills are reinforced in sport sessions by briefing and debriefing sessions reflecting on their employment-related value. Furthermore, participants have to take the role of a coach in specific sport sessions and have to organise and deliver a community-based programme and reflect on their learning.
Education compensation Maths and Language	Not included in the programme.
Small number groups/teamwork	Sport 4 Life has set a 75% target of participants to complete the 5-week programme. In 2015-2016, only 21% of these participants were female. Teamwork is emphasised and reinforced in the initial social activity project and in workshops and sport sessions.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	Participants state that they experienced an increase in confidence and learnt leadership skills. They commented on their ability to talk to coaches about everything. An open environment in which a range of issues are discussed is encouraged.
Interested caring adults	Coaches and adults help them when they struggle.  <i>"Mentoring is most important. They can do sport and walk back out of the programme. The employability support is there as well outside of the programme. But the mentoring is where you can get into these issues, their personal issues and to get them employed,</i>

	<i>but you need to get to the personal issues first. We build a bond of trust with them so they feel supported.</i> " (project coordinator).
Models for conventional behaviour	Yes. Both female coaches were young and reflected on their own development and the experiences they had in life.
Controls on deviant behaviour	Participants have to come up with a code of conduct during the second week of the programme. This means that each group might have a different code of conduct. Constant briefing and debriefing of actions in small group sessions with feedback from the coaches.
Critical support	Individual support, mentoring and group discussions. Mentors put the participants in the right mind, show them the right way.  <i>"How to get things done and focus on what to do".</i> (project coordinator).  <i>"Without mentoring, I would just mess around. Even in school I needed someone to support me, to show the right way. I was not a bad child, but needed the support behind me to show me how to get things done. That helps me to focus on what I want to do."</i> (male participant).
Value placed on achievement	The NEETs-programme is focussed on completing the two externally validated qualifications and the participation needed to achieve the qualifications (attending sessions, social programme, completing the workbooks).
Positive attitude to the future	Positive coaching, two externally validated qualifications and a £100 voucher to invest in their further development and education.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	No. There is no in-house volunteering during the NEETs-programme of Sport 4 Life. Graduates of the employability programme can become a volunteer in the TEENS-programme.
In-house event organising	As part of the level 3 Life and Living Skills qualification participants undertake a community-oriented social action programme in week 3 and week 4. They

	decide the nature of the project and are responsible for negotiating with local organisations and organising and delivering the activity. For example, a physical activity session for children in a local nursery school or programme for elderly people. They are required to complete a self-assessment form outlining their experience and learning.
Work experience	No formal work experience during the programme.
Work placement	A work placement is not included in the programme of Sport 4 Life. However, assistance is provided with job searching.
IT skill development	No specific support. Participants can have support on CV writing and online job searching on a computer.
Personal financial management	Yes, part of the programme.
CV writing skills	CV writing is an important component of the programme.
Interview skills	Sport 4 Life provides mock interview sessions in cooperation with four businesses in Birmingham during week 4 and 5. In-house discussion and preparation are provided prior to the interviews.
Employer/partnership working	Mock interview sessions by four different businesses. Each business supports one of the four delivery areas.

### **OUTCOMES: EMPLOYABILITY SKILLS**

Understanding of others/perspectives	Developed through reflections and discussions with coaches and the social activity project and the community-oriented project.
Self-reflection/evaluation	Through mentoring the Outcome Star, the two workbooks and the personal action plan, completed 2-3 times during the 5-week programme. Different participants said that the process of self-reflection was crucial to their development.  <i>"Self-reflection shows me where I have gone wrong and what I have to do to improve it. It gives you a perspective on things and a guide on how you should present yourself."</i> (male)



	participant).
Personal responsibility	Individual and group tasks and taking leadership roles.
Teamworking	Small group working and teamwork involved the social activity project and the community-oriented project. Friendship/trust relationships established in workshop and sport sessions.
Time management	Emphasised throughout programme. Those who know that they will be late, have to contact the tutor in advance. Time keeping is part of the assessment. Time management and working with a deadline is also learned or reinforced through sport sessions.  <i>"We also do rock climbing. If you have one minute to climb up the wall, we transfer it to a professional environment where you have to work for a specific deadline. What does it take to make the deadline? You can think about the communalities in both situations."</i> (marketing and insight manager).
Conflict management	Inherent in the emphasis on cooperation.
Communication skills	Training of interview skills and talking in front of a workshop group or coordinating a sport session for young children. Participants see this as developing their self-confidence.
Perceived self-efficacy	This is the underlying theory of the Outcome Star - the ability to identify and achieve personal development goals. This is reinforced through the two workbooks for Sports Leadership and Life and Living Skills. Stimulated by constant briefings and debriefings of all activities in the programme.
Problem solving	Inherent in the social activity project and community-oriented action project.
Focus/direction	Strong emphasis on self-reflection in the Sport Leadership Award and Life and Living Skills modules and briefings and de-briefings with coaches/mentors.
Ambition/motivation/initiative	Central to the employability focus of the programme and evaluated through the Outcome Star (i.e. hopes and dreams in the star).
Leadership skills	Based on the generic Sport Leadership qualification, participants experience trust

	<p>and confidence to coach a group of people in the social programme and to deliver in front of a group of people.</p> <p><i>"Confidence and leadership skills are probably the most important things for me in the programme. I have never been in larger groups or working with larger groups."</i> (female participant).</p>
Increased maturity	Part of the qualifications and development of leadership skills and an increasing responsibility by the social action events and the Sport Leadership Award.

<b>IMPACTS</b>	
Individuals employed in organisation	Not employed in Sport 4 Life, even though they can be a volunteer in the TEENS programme.
Employed	A possible outcome by support of the staff.
Choose further education	Yes. Additional education and training based on increased self-awareness and a higher level of confidence. Additional training can be support in case of language skills.
Employed by work placement organisation	Not in this programme.
Seek jobs without assistance	Possible.
Organisation sponsors/mediates with employers	Sport 4 Life has a partnership which supports participants to take on apprenticeships
Referred to job agency	If not employed most participants return to a job centre.
Remain unemployed	Possible.
Ongoing support	<p>Can access ongoing support up to one year, including 8 one-on-one mentoring sessions as well as group meet-ups.</p> <p><i>"Up to a year we will keep in contact with them, that is through the mentoring sessions and 'keep on track' or 'stay in touch' sessions to bring the group back together and see how everybody is doing. Additionally, it is also an opportunity to engage with them, for those who have not been attending the mentoring sessions. We provide free meals as well and we can sit down with them."</i> (marketing and insight manager).</p>

## UFEC/INSERsport (Spain)

### Research methods

A visit was made to INSERsport on 27 and 28 February 2017. We conducted interviews with 6 individuals (see Table 19 **Error! Reference source not found.**). We attended one social workshop, a sailing session and a workshop from the disability sport organisation.

Table 19: Overview of the INSERsport interviewees.

The programme coordinator
The social worker
The sailing coach
A representative from the mental disability sport federation
A participant (male)
A participant (female)

Table 20: The Sport and Employability Components of INSERsport.

RECRUITMENT	
Open access	Participants are recruited from social organisations working with vulnerable people in the region of Barcelona (i.e. people living in deprived areas, unemployed, refugees...). 100 places were provided to participate in the sport programme of INSERsport. 100 participants have been recruited to the qualification courses of INSERsport.
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	<p>While social organisations working with young vulnerable people have an agreement with UFEC to participate in the programme, the participants themselves could indicate their willingness to participate in the project according to the sport of their preference.</p> <p>Age (between 16 and 25 years old), being a NEET and the vulnerability of the target group are the selection criteria for participants. Some participants are refugees and do not speak Spanish. Others have a history in drug abuse, family violence...</p> <p><i>"We don't ask about their problems, it is not a group therapy. They participate to do sports and become a coach or a referee"</i></p>

	<p>(coordinator).</p> <p><i>"The young people of these social organisations could decide themselves which sports qualification they wanted to take, but it became clear that transport is an issue. When it is too far away or they have to take the metro and a bus, they chose another sport"</i></p> <p>(coordinator).</p>
Understanding of the relevant labour market	There is a need for sport coaches during summer training camps. Sailing, for example, requires coaches for more than 400 kids each day. Regional sport organisations support in the qualification of basic level coach in a specific sport.
Selection criteria	No specific selection criteria apart from age, being unemployed and a vulnerable background. Participants do not need a background in a specific sport.
Formal diagnosis of personal circumstances/constraints	The social organisations are responsible for the selection of the participants. Only basic contact details are requested by UFEC from all participants (name, address, telephone number, educational status, motivation to participate, certificate of good behaviour). The certificate of good behaviour is a clearance certificate issued by police or government agency to enumerate any criminal records that the applicant may or may not have.
One size fits all?	Yes. Introduction in the sport session through theoretical and practical courses + social workshops once a week for each group. After the 4-month programme, participants need to complete the formal exam and the practical internship in a sport organisation.
Diagnostic/individual learning plans	No personal learning plan.
Possible referral to other agencies	Referral to educational institutes to complete formal education or language classes. The workshops and sport sessions are organised in such a way that participants can integrate in education either during morning or afternoon sessions (alternating with the INSERsport programme).

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport <b>Sport Plus 1</b> Sport Plus 2 or Plus Sport	This is a <b>Sport Plus 1 programme</b> , developing referees and basic level coaches. The programme is about sport and the development of sport skills and expertise. Additionally, different social workshops are attached focusing on empathy, punctuality, self-control, ... By taking up a role as referee or coach, participants can have a first work experience in sport.
Youth worker/sport coach	All coaches are formal sport coaches. The social worker had previously participated in a comparable social sailing project and has experience with the target group.
Sport as a key attraction	Obtaining a formal sport qualification is the key aim of the participants. Not all participants do have a background in sport (as a participant).  <i>"Most sport qualification courses start with practical sport sessions to give them moments of pleasure and fun, to connect them to the programme. Later, more theoretical courses are included in the programme. For some sports like basketball, the federation combines theory and practice already during the first week"</i> (coordinator).
Sport as a basis for experiential learning	No specific social skills or personal life skills are reinforced in the sport sessions. Social skills are supported via separate social workshops dealing with teamwork, communication, empathy. The social coach tries to reflect with them on situations in sport which also can occur in employment.
Social skills workshops	Social skills are provided in the social workshops by someone with previous experience of the programme. There are 10 workshop sessions throughout the programme.  <i>"The aim of the programme is not the job. The first aim is to improve their self-esteem. With the job, we give them an objective to work for during 4 months. We give you a first job with contract and the opportunity to understand what you have to do in a job: punctuality, self-control..."</i> (coordinator).
Coaching qualifications	Participants are awarded sport-specific basic level coach or refereeing certifications. All

	practical and theoretical sessions are provided by coaches from the Catalan sport federations.
Personal learning/career plan	There is no individual learning plan.
Employability relevance of skills reinforced	Soft skills during the social workshops and specific formal employment-related learning to qualify as a basic level coach or referee in a specific sport. The latest is provided during the theoretical sport sessions, organised by the sport federations.
Education compensation Maths and Language	Participants who do not speak Spanish, are referred to language classes.
Small number groups/teamwork	In each sport, around 10-15 people participate in the theoretical, practical and social workshops.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	<p>Even though most sport federations do not have a specific background with these participants, tutors from the federations are asked to take into account the social background of the target group. Additionally, the social worker is responsible to provide a safe environment for them. Also, most courses start with practical sessions during the first week to motivate participants and to create a higher level of involvement.</p> <p><i>"Sport coaches will need to provide additional time to the participants to learn how to become a referee or a basic level coach. This is a vulnerable target group. We need to be more patient with them"</i> (coordinator).</p>
Interested caring adults	There is a more formal relationship between the coaches of the sport federations and the participants. In the social workshops, there is a more informal setting in which participants meet and can discuss specific topics. Also, each participant will have 2-3 mentoring sessions with the social worker, focussing on social development.
Models for conventional behaviour	Compliance to specific classroom rules during the sport sessions (cfr. performance measurement and reporting). More informal settings and discussions in the social class.

	The social worker, who has the same background as most participants, serves as a role model to them.
Controls on deviant behaviour	A specific code of conduct ('normativa') for the participants. Participants need to register for each class and obtain an 80-85% attendance rate.
Critical support	Depending on the relationship with the social worker. Each participant will at least have two individual mentoring sessions to discuss the progress and development of the participant.  <i>"Participants don't like to speak in front of the group about their social issues or problems. Therefore, we have individual mentoring sessions for each participant"</i> (social worker).
Value placed on achievement	Clearly the emphasis is on qualifying as a basic level coach or referee. Further, participants are supported to participate in the exam in May and the internship in June.
Positive attitude to the future	The participants have opportunities to work as a basic level coach or a referee in a sport. Additionally, they can follow extra courses (additional to the current programme) to obtain extra qualifications in sport.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	Yes. Their qualification includes an internship as coach or referee in the federation.
In-house event organising	No.
Work experience	During the internship, they build experience as a coach or a referee.
Work placement	No.
IT skill development	No.
Personal financial management	No.
CV writing skills	No.
Interview skills	No.
Employer/partnership working	Yes. Participants take part in a course of the sport federations. UFEC is responsible for the social workshops. Additionally, participants can have contact with other clubs or

	federations during the programme to get employed. But normally each graduate of the programme will have work at the end of the programme in its own federation.
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<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	Participants from various social and cultural backgrounds participate in the same sport sessions and classes. They discuss different soft skills during these sessions.
Self-reflection/evaluation	Self-reflection is a vital part of the social workshops. There are clear evaluation standards regarding participation and behaviour. Additionally, during the social workshops, group discussions are used to reflect on the personal situations and skills of participants. During the first social workshop, participants made a drawing of themselves, their strengths and weaknesses.
Personal responsibility	Participants have to pass the exam, both theoretically and in practice to become a coach or a referee.
Teamworking	No.
Time management	No.
Conflict management	Conflict management is included in the social workshops.
Communication skills	<p>Communication skills are part of the social workshops. There are differences between the skills needed for a coach (supporting and guiding a group) or a referee (with only a small amount of verbal communication). The sport coach described the example of sailing as an environment where communication skills are much more needed than skills required to be a successful coach.</p> <p><i>"To become a sailing coach, you will have to communicate much more than a referee needs to do. Especially parents in sailing are much more demanding of coaches, I have experienced it myself. Participants will have to be friendly, open and supportive. Sailing is a popular sport in Catalonia and especially richer parents want their children to sail"</i> (social worker).</p>



Perceived self-efficacy	Yes. Self-esteem, self-concept and confidence are discussed during the social workshops or during individual mentoring. Young people obtain a formal qualification and an opportunity to have a first job in sport.
Problem solving	Yes, especially with a focus on sport related issues.
Focus/direction	Yes. There is a clear job status presented to all participants to provide them a first job and job experience during the summer of 2017 (during summer sport camps).
Ambition/motivation/initiative	Additional opportunities are provided to build expertise as a coach or to get access to other clubs.
Leadership skills	Yes. Participants learn to talk in front of a group and organise a training session.
Increased maturity	Yes. Participants need to take responsibility over a group of young people rather than taking part in a 4-month period.

<b>IMPACTS</b>	
Individuals employed in organisation	No. Successful graduates will become basic level coaches and referees in the regional sport federations or clubs.
Employed	Yes. This is the preferred outcome of the programme, even though it does not always represent a full-time job.
Choose further education	When needed, participants are supported to get into further education or language courses. Former participants in the pilot project in 2015 are planning a master course in the near future. Furthermore, they can take up additional sport qualifications.
Employed by work placement organisation	Yes. Normally, most participants can be appointed as a coach or a referee by the regional federation or a local sport club (sailing) where participants completed their internship.
Seek jobs without assistance	Successful graduates can obtain a part-time or full-time job as basic level coach or referee. In sailing for example, graduates can have access to more than 25 different sailing clubs in the Barcelona region.

Organisation sponsors/ mediates with employers	Yes. UFEC mediates the various sport federations and clubs during the programme.
Referred to job agency	No.
Remain unemployed	It is possible that the participants remain part-time unemployed. Employment as a basic level coach, assistant basic level coach or a referee is a part time job. According to INSERSport, the job is a springboard to further education and qualification in and outside the sport sector.
Ongoing support	No.

## CAIS (Portugal)

### Research methods

A visit was made to CAIS Lisbon Centre on 1 and 2 March 2017. We conducted 8 interviews (see Table 21 **Error! Reference source not found.**). All interviews were tape recorded with permission of the interviewees.

Table 21: Overview of the CAIS interviewees.

CAIS Lisbon Centre director/Project Manager Street football	
A sport coach	<i>Sport coach</i>
A social worker	<i>Social worker</i>
project manager Play Programme/ capacity and employability and soft skills trainer	<i>Social worker</i>
soft skills trainer/social animator	<i>Social worker</i>
3 participants of the house and work-oriented programme at CAIS Lisbon Centre	

Table 22: Sport and Employability Components of CAIS.

RECRUITMENT	
Open access	Targeting: participants (over age of 20) in vulnerable positions living near the centre. Most of them come to the programme because they know about CAIS (e.g. via word-of-mouth). Others are referred by CAIS's partners (e.g. social security agencies) and others agencies (e.g. migrant organisations).
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	Self-selection occurs as most participants find their way to the centre through word-of-mouth in local (deprived) communities
Understanding of the relevant labour market	Through selected partner companies, CAIS has an understanding of the needs of the local labour market.
Selection criteria	There are no exclusion criteria.
Diagnosis of personal circumstances/constraints	At registration participants are asked about their personal background/history, their actual situation (e.g. regarding housing, work, social network).
One size fits all?	There is no one size fits all programme. Based on individual diagnostics, participants are assigned to (more or less homogeneous) groups. Topics and activities are then

	selected based on the skills participants in the group needs.
Diagnostic/individual learning plans	A personal life plan is designed by the social worker in consultation with each participant. It contains specific goals they want to achieve by means of the programme (e.g. getting back to education; finding or keeping a job). There are regular formal and informal contacts to monitor and evaluate progress/evolution and self-assessment of the participants.
Possible referral to other agencies	Sometimes in case of specific issues.

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, Sport Plus 1, <b>Sport Plus 2</b> or Plus Sport	This is a <b>Sport Plus 2 programme</b> . For those that are involved in the sport sessions: sport is regarded as a platform for soft skill development. The 'Move' sessions prepare participants for their behaviour on the pitch (Sport Plus). The (volunteer) sport coach uses sport situations/strategies as a means to work on soft skills (and math skills) before and during the sport sessions.
Youth worker/sport coach	Social workers and soft skill trainers work together with the sport coach.
Sport as a key attraction	Sport is not mandatory within the employability programme. Those that choose it, see it as a way to get away from their problems and meet new people in an informal setting.  <i>"People that participate in sport here say they feel normal again. It's like: 'I have so many problems, but now that I'm here, I'm playing and meeting new people'. It is so important that contact with reality, with other people. I think they forget the problems when they are playing. It's magic. ... The physical component is very important. It is good for the way they see life. It is not just common sense. I really see that happening. ... The informal activities are very important. It is not in a classroom"</i> (social worker).
Sport as a basis for experiential learning	Sport is regarded as a context for non-formal education. During the 'Move' sessions, soft

	skills are discussed with reference to sport (e.g. teamwork and communication during sport). Skills are then practiced during the sport sessions.
Social skills workshops	Sessions of personal and social development are mandatory for all participants.
Coaching qualifications	There is no coaching qualification.
Personal learning/career plan	Each participant has a personal life plan (see above).
Employability relevance of skills reinforced	Through the work in social enterprises and during on-the-job training sessions.
Education compensation Maths and Language	Portuguese language (for foreigners) and maths, finances.
Small number groups/teamwork	There is an emphasis on group and teamwork for most of the sessions. Small group sizes.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	<p><i>"We're not friends, but we have to embrace them. We give them safety. Building trust and being honest with them is the most important aspect of our work."</i> (social worker)</p> <p><i>"... during the national games, they were proud to represent CAIS."</i> (soft skills trainer)</p> <p><i>"It is a second home."</i> (participant)</p>
Interested caring adults	<p>The importance of social relationships is stressed:</p> <p><i>"The most important thing are the relationships. It is very important that we have the techniques and skills and instruments. But in my experience the relationships is the most important factor."</i> (social worker)</p> <p>There is also the use of non-formal education where the position of teacher/coach is less authoritarian:</p> <p><i>"We look together for answers"</i> (social worker)</p> <p><i>"A mentor is between a friend and a professional."</i> (social worker)</p>
Models for conventional behaviour	During the 'Move' sessions participants are challenged to reflect on their own behaviour

	during sport sessions (e.g. how to respond to losing a game). This is done through group discussions.
Controls on deviant behaviour	The social worker uses group dynamics to solve issues of deviant behaviour at the pitch.
Critical support	There is individual (formal and informal) support from the social workers for each participant. In addition, the social worker also works on specific issues at group level (e.g. conflicts in the group):  <i>"I also work with the group on personal problems someone has, as the group can be part of the solution as well ... so people can understand that they are often not alone with that problem as others can have it too."</i> (social worker).
Value placed on achievement	There is an emphasis within the programme to set out realistic goals and when they achieve these, it is highly valued. For example, winning of a fair play trophy at the national street football tournament was more important than winning the tournament itself (the latter is unrealistic to achieve because of low technical levels and bad health conditions of the participants).
Positive attitude to the future	working towards concrete goals (e.g. for those that choose sport: playing a tournament).

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	No. Some tasks are given to participants (e.g. kitchen help). But CAIS will not refer to it as volunteering.
In-house event organising	No. Participants mostly only participate in in-house events. For example, those that follow the arts and drama sessions perform in in-house theatrical plays. There is also attendance in general open meetings for all (referred to as community gatherings).
Work experience	There are opportunities for temporary involvement in CAIS's social enterprises (e.g. magazine vending, car washing)  <i>"We see the involvement in the micro-businesses here as a way to get a job and</i>

	<p><i>not as a real job.</i>" (project manager Play Programme)</p> <p>Within the Play programme there is on-the-job training in partner companies (opportunities for internships).</p>
Work placement	CAIS uses their own social enterprises as opportunities for temporary work placement.
IT skill development	Computer classes
Personal financial management	Yes
CV writing skills	CV writing skills
Interview skills	mock interviews (by externals)
Employer/partnership working	CAIS works together with several companies that provide work experience opportunities for participants

<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	Emphasis on teamwork is used to stress the importance of trust and respect for each other. There is also a focus to respect and understand each other's strengths and weaknesses (e.g. on the pitch) and on awareness of oneself and of the others.
Self-reflection/evaluation	Social workers encourage self-reflection among the participants with regard to the progress they have made. This is done on a formal level (through self-assessment) and through informal contacts. Because of the low literacy level of most participants, alternative methods for self-assessment through visualisation of positioning of oneself are used.
Personal responsibility	<i>"We always put the focus on them. They have to be the subject of their own change"</i> (social worker).
Teamworking	This is trained during the move sessions and reinforced during the sport sessions (for those that choose sport).
Time management	There is no specific emphasis on this. But it is an implicit part of the programme, among other things, in relation to working towards a higher autonomy level of

	participants.
Conflict management	The social worker works at group level on managing conflict problems.
Communication skills	This is trained during the move sessions and reinforced during the sport sessions (for those that choose sport).
Perceived self-efficacy	<i>"The people often don't see the skills they already have. ... I often give the example of drug dealers. They are good managers. But they use their skills in the wrong way. Our job is therefore also to guide them to see these skills they already have."</i> (social worker)
Problem solving	During the personal development sessions participants are encouraged to help solve their own problems. Group dynamics are used to facilitate this.
Focus/direction	This is an integrated part of the programme because of the goals that are set in the individual life plans which are monitored throughout the process.
Ambition/motivation/initiative	Because of their difficult personal situation, participants are often modest in their goal setting. Staff members encourage them to set higher, but realistic goals.
Leadership skills	There is no emphasis on acquiring leadership skills.
Increased maturity	This is an inherent characteristic of the programme's general objective towards increased autonomy.

<b>IMPACTS</b>	
Individuals employed in organisation	Yes. This is not an intended outcome. Because of the limited possibilities for some of the oldest participants to find a real job, their involvement in CAIS's social enterprises is more permanent.
Employed	Yes. This is a possible impact.
Choose further education	Primarily to finish secondary education, equivalent (certified) courses are offered within the programme. These classes are delivered at the centre by external teachers. They are less academic/more through homework and assignments.



Employed by work placement organisation	Possible. No specific data available.
Seek jobs without assistance	Possible.
Organisation sponsors/mediates with employers	Through partner companies. <i>"Our partner companies attach greater importance to our graduates because of our soft skills programmes, than the certifications most people get."</i> (centre director)
Referred to job agency	Possible. No specific data available.
Remain unemployed	An important issue for the older participants as they have smaller chances to get employed compared to younger participants (under 30). Longer involvement in the in-house employment (social enterprises) provides some alternative.
Ongoing support	Yes. Long term involvement in the organisation.

## Sport dans la ville (France)

### Research methods

The visit to Sport dans la ville took place 1 and 2 March 2017. We conducted interviews with 11 individuals (see Table 23 **Error! Reference source not found.**). We participated in a Decathlon workshop, an English course and a business project workshop. All interviews were tape recorded with permission of the interviewees.

Table 23: Overview of the Sport dans la ville interviewees.

Event and private funding coordinator	
The mentor coordinator	
Programme coordinator for employment	Social worker
Programme coordinator sport	Social worker
Sport coordinator (female)	Social worker
Sport coordinator (male)	Social worker
Five participants in one group interview	

Table 24: The Sport and Employability Components of Sport dans la ville.

<b>RECRUITMENT</b>	
Open access	<p>There is open access to the local sport programme on Wednesday afternoon and Saturday. Sport sessions are organised in specific age categories.</p> <p>For Job dans la ville/L dans la ville, participation is based on self-selection in cooperation with the sport coach and programme coordinator. Participation in these programmes is only possible after introduction in the sport programme.</p> <p><i>"Our main target for each sport coordinator is to follow 50 people between 14 and 25 years old, starting at the sport grounds and providing them the most appropriate support we can offer. What do you want to study? Do you need an internship or a job? Or a training?"</i> (sport coordinator).</p>
Targeting	
Refferal	
<b>PARTICIPANTS</b>	
Self-selection	<p>Yes. Participants can decide for themselves to take part in the sport programme or the social workshops. The sport programme engages young children from the age of 6 from the local neighbourhood of the playing field. These playing fields are identical and</p>

	<p>situated in specific areas of Lyon.</p> <p><i>"Our pitches are located in sensitive neighbourhoods. Most of the time, participants are vulnerable and the rate of unemployment is high. They have a migrant background, have family abroad. Often very complicated"</i> (sport coordinator).</p>
Understanding of the relevant labour market	<p>Sport dans la ville has sport grounds in vulnerable areas and has a strong connection to job centres as they provide a weekly update of vacancies and support internships which are part of the curriculum in secondary education.</p>
Selection criteria	<p>There are no exclusion criteria. Participation in sport programme required to get access to the different programmes.</p> <p><i>"Of the 50 persons I support individually as a coach, some are in education, others do match the NEET definition"</i> (sport coordinator).</p>
Diagnosis of personal circumstances/constraints	<p>No. Little information is collected about the backgrounds of the participants.</p>
One size fits all?	<p>Employability programme is organised depending on the participant's background, personal interest and behaviour/involvement in the organisation. The coaches are very flexible in the way they support participants.</p> <p><i>"We provide individual support, but we test them. The first appointment with them, is some kind of a test. We give them an appointment for their cv for example. If they turn up, that's ok. But sometimes, they will forget. 'You were not serious, you were not here for our appointment'. Now I won't be there for you if you don't respect our appointment"</i> (sport coordinator).</p>
Diagnostics/individual learning plans	<p>Programme coordinators and sport coaches for each area meet weekly with the sport coordinator and employability coordinator to discuss participation in employability programme and workshops. No individual development plans, but registration of participation and conduct in Sport dans la ville.</p>
Possible referral to other agencies?	<p>In case of specific issues. Sport coaches and coordinators are connected with social and</p>

	cultural institutions in their neighbourhoods. They also refer to football clubs when participants are talented and want to play in a competition.
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<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, <b>Sport Plus 1</b> , Sport Plus 2 or Plus Sport	Sport dans la ville is a <b>Sport Plus 1 programme</b> . Sport is the first step for children to participate in Sport dans la ville. It is the door to introduce them in the organisation and to work on social soft skills (coming on time, teamwork, being kind, participate regularly...). There is no emphasis on technical development within the sport, except for basketball (participants ask for specific training). Good behaviour on the sport pitches is rewarded by selection for tournaments and the opportunity to participate in additional activities (local tournaments, volunteer roles, summer and winter camps...)
Youth worker/sport coach	Both profiles are necessary for each of the areas Sport dans la ville works. The coaches, who are youth workers or sport coaches, have to conduct 100 different parent visits a year. They work on a part-time basis. The sport coordinator (supporting different sport coaches in different areas) has to conduct 30 parent visits a year. Additionally, there are social workers that provide specific support on Wednesday afternoon.  <i>"There are at least two coaches at the sport ground during the activities. At least one has to be certified as a sport coach"</i> (programme coordinator for sport).
Sport: key attraction	Yes. Sport is the way the participants get introduced in the organisation. When participants are older and participate in the Job dans la ville programme, it is possible that they do not participate anymore in the sport sessions.  <i>"It's not a sport club, it is sport but it is free. You can come as you are and just have fun"</i> (participant).
Sport as a basis for experiential learning	Basic social skills are encouraged in the sport sessions. However, employability and

	<p>personal development skills are not developed on the sport field but through workshops, camps and individual sessions.</p> <p><i>"The sports programme for women only (L dans la ville) shows that women also can be motivated and ambitious to develop a professional career. For me, that was important. Just as the inclusion of dance, football did not motivate me anymore"</i> (participant).</p>
Social skills workshops	Starting from the age of 14. Participation or selection for the workshops is based on agreement between participant, sport coaches and programme coordinators.
Coaching qualifications	No.
Personal learning/career plan	No formal career plan or individual learning plan. The necessary support tailored to the needs of the participants is discussed with sport coaches and programme coordinators.
Employability relevance of skills reinforced	<p>Through a company companion who develops a long term and personal relationship with the participant. They meet all least once a year. There are more than 300 companions in Job dans la ville.</p> <p>Additionally, job training sessions by partner organisations, visits, volunteer activities and specific employability workshops support the development of employability skills.</p>
Education compensation Maths and Language	English classes for participants willing to do internships abroad and financial courses.
Small number groups/teamwork	There is an emphasis on group and teamwork for most of the sessions. Sport sessions are organised in age categories, but dominated by male participants. Starting from age 6, up to 18+. Workshops and social sessions in small groups.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	A supportive environment with specific social rules during the sport sessions in the different areas. Participants can talk about everything and can come to the headquarters without an appointment. Participants describe coaches and coordinators as family, their big

	<p>brother or sister.</p> <p><i>"It is a light coach. They know their coach won't yell at them. They laugh with him, they tell jokes, they have fun. The coach makes them feel welcome. The atmosphere is like family, so they feel welcome"</i> (sport coordinator).</p>
Interested caring adults	<p>Building different relationships with various persons in the organisation: the sport coaches, the programme coordinators and the external company companion. Additionally, some workshop are organised by external organisations (Decathlon CV screening, English courses, financial management sessions).</p> <p><i>"It is incredible what they do for us. The day before my exams, two social workers sat down with me to see how they could support me to pass the exam. Today, it is so strange to me to have someone who believes in you and supports you through the exams"</i> (participant).</p>
Models for conventional behaviour	<p>Strong social climate with daily briefings and debriefing with participants in the sport sessions. Sport coaches and programme coordinators provide specific social rules and a code of conduct during the sport sessions which allows them to recruit based on good behaviour for Job dans la ville workshops or additional activities.</p>
Controls on deviant behaviour	<p>Individual and group feedback sessions during the sport sessions. Visit to the parents can help to support the social climate on the sport field. Participants can be excluded from the sport sessions when needed.</p>
Critical support	<p>Individual mentoring from sport coaches or programme coordinators.</p> <p><i>"Because of my ethnic background and my experience, the male participants respect me and listen to me. I regularly confront young guys with their behaviour and the choices they make. Sometimes they are on a key point in life; they decide to stay with us or they make a decision that is destructive for their further development (i.e. criminal behaviour). I'll do everything in my power to</i></p>

	<i>prevent such a decision” (sport coordinator)</i>
Value placed on achievement	No value on sport achievement, but social value of being selected for additional workshops and activities. Peer pressure among participants to be selected in these additional events.
Positive attitude to the future	Reward and support positive attitude by selection for sport competitions and international exchanges.

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	Specific tasks during the different charity sport events Sport dans la ville organises in Lyon (City run, football competition in Stade de Lyon) or specific events at their head office. Additionally, for some workshops, participants have to develop football training sessions themselves.
In-house event organising	Specific tasks during the different charity sport events Sport dans la ville organises in Lyon (City run, football competition in Stade de Lyon) or specific events at their head office. Additionally, for some workshops, participants have to develop football training sessions themselves.
Work experience	Support to engage in work experience with specific partners or through various opportunities (short internships, CDD, CDI, summer jobs). Sport dans la ville provides a weekly update on job opportunities through facebook
Work placement	Yes. Sport dans la ville supports work placements
IT skill development	IT and computers are available to use
Personal financial management	By an external partner
CV writing skills	Yes, this is support through workshops and external evaluation by local employers.
Interview skills	Mock interview with external partners
Employer/partnership working	Visit to specific employers, an individual company companion for long-term personal support.

<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	<p>Participants refer to their ability to connect to new people and the international visits they make to meet other cultures.</p> <p><i>"Sport dans la ville has given me so much. I have met new people and have been to London, even when I never left Lyon before. Additionally, I had a wonderful volunteering experience last year during the festival when I met so many new people"</i> (participant).</p>
Self-reflection/evaluation	Yes. Through mentoring and employability workshop, but also with international camps when they see other more vulnerable people.
Personal responsibility	Yes. To participate and be selected for the football tournaments or during the visits, cultural activities, role as a volunteer.
Teamworking	During sport sessions and in the business workshops where they have to develop and sell a product. For the international camps, they had to fundraise to collect money for specific activities.
Time management	Yes. Being on time as a test during the individual mentoring sessions. Necessary during other activities as well.
Conflict management	Discussed during the sport sessions as part of good behaviour evaluation.
Communication skills	Yes. Interview training and communication is important in the workshops during Job dans la vile.
Perceived self-efficacy	<p>Participation in sport and good behaviour are key criteria to access the different programmes provided in Sport dans la ville. On the other hand, participants discuss their needs and the willingness to sport coaches and coordinators.</p> <p><i>"We organise different workshops during school holidays, provide CV and interview training and make company visits with them. These are unique experiences for them to talk to general managers and see how people work in organisations. It attracts and encourages our participants to build their own future"</i> (coordinator for employment).</p>
Problem solving	Participants can participate in a business game in which they have to develop and sell a new product. In the workshops, role-play is



	a common method to challenge participants to face professional situations.
Focus/direction	Participants discuss their educational or professional opportunities.
Ambition/motivation/initiative	<p>A participant and a sport coordinator reported that they build on confidence and encourage participants to take up education or employment.</p> <p><i>"For me, Sport dans la ville has given me more confidence. Thanks to their support, I can think about what I want to do in life."</i> (participant).</p> <p><i>"We organise sport, but we are motivators. We encourage them back to school or a job"</i> (sport coordinator).</p>
Leadership skills	This is encouraged in sport sessions, but also in the employment training. For example, the Decathlon staff observes the behaviour of participants during a basketball match and in role-play on daily situations as an employee of Decathlon.
Increased maturity	Yes. Participants report a strong impact of the international camps to USA, Brazil and India and the confrontation with poverty or vulnerable youth in these countries.

<b>IMPACTS</b>	
Individuals employed in organisation	No.
Employed	Yes. A possible impact of the programme.
Choose further education	<p>There are multiple educational opportunities between the age of 16-20 in France. As secondary school ends at 16, some do not engage in further education but cannot start to work on a long-term basis. Support to short term qualifications or job opportunities.</p> <p>The Entrepreneur dans la ville programme supports young people to participate in a 4-month business school training program to create an own business. Additionally, there is the opportunity for lodging and personal accompaniment by Sport dans la ville. Sport dans la ville wants to improve the opportunity to graduates from Job dans la ville to</p>

	participate in Entrepreneur dans la ville.
Employed by work placement organisation	As secondary school ends at 16, some do not engage in further education but cannot start to work on a long-term basis. Support to short term qualifications or job opportunities.
Seek jobs without assistance	Is possible, but no specific recording.
Organisation sponsors/mediates with employers	Through partners providing opportunities in mock interview sessions. Sport dans la ville provides a weekly update on job opportunities in the region through Facebook.
Referred to job agency	Yes.
Remain unemployed	As there is no end of support in the programme, some participants remain unemployed on a longer term.
Ongoing support	As an open-ended programme, participants can remain in the organisation and participate in the programme for several years.

## Bewegen naar werk (Netherlands)

### Research methods

A visit was made to Bewegen naar werk on 28 March 2017. We conducted interviews with 5 individuals (see Table 25 **Error! Reference source not found.**). We attended two training sessions at the ground of a Sport Plus club of Rotterdam (SV Atomium 61). All interviews were tape recorded with permission of the interviewees.

Table 25: Overview of the Bewegen naar werk interviewees.

The coordinator
The social coach
The sport coach
A participant (female)
A participant (male)

Table 26: The Sport and Employability Components of Bewegen naar werk.

RECRUITMENT	
Open access	The Bewegen naar sport programme is one of the job-programmes suggested to unemployed people. This means participation is suggested to unemployed people who receive a financial benefit from the local community. Once enrolled, people are obliged to attend the sport sessions and the workshops. If they do not attend on a regular basis, the government will cut their financial support.
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	Participants choose the job programme of their preference as they have to take part in one of the programmes offered by the employment agency of the city of Rotterdam. All participants are unemployed and unable to find a job on their own on a short-term basis.
Understanding of the relevant labour market	Unemployed people are identified by the city and redirected to this or another programme for people who receive financial benefits. This programme is a starting point for most participants to structure their life, build life skills and get the first work experience. According to the coordinator, all participants need to be re-integrated in the labour market within 2 years.

Selection criteria	<p>Irregularly, participants are redirected to the programme by the city. In each group, around 20 people participate. The programme is organised for people between 26 and 55 years, but also younger unemployed people participate. Some participants believe that it is a rehabilitation programme, but it is not. The programme makes participants physically more active and gives them the skills to engage in work experience. Additionally, the referring process differs between different employment consultants of the city given the personal background of the consultant in sport. If people drop out of the programme, their benefit will be cut.</p> <p><i>"Consultants with a sport background better understand the ability of this programme and the potential of sport. Other consultants sometimes redirect people to this programme who are unable to participate or have wrong expectations"</i> (coordinator).</p>
Diagnosis of personal circumstances/constraints	<p>An intake has been done by the employment consultant of the city who redirects the participants to the <i>Bewegen naar werk</i> programme. The amount of information shared with <i>Bewegen naar werk</i> depends on the willingness to share personal details of the participant by the work consultant from the local council. In this programme, there is no formal evaluation or diagnosis. Individual mentoring and conversations with the participants allows the social worker and the coordinator to identify the needs of the participants. This information is not formally documented.</p>
One size fits all?	<p>The generic programme is based on sport sessions and different workshops in a two-day/week programme. There is individual support focussing on social and employability skills (i.e. interview and CV training including the support of an actor for interview training) and language courses.</p>
Diagnostic/individual learning plans	<p>There are no individual learning plans. The social workers use an informal approach to provide individual support on social and employability skills. Participants discuss their willingness and interest to get access to specific work experience or work during</p>

	individual mentoring sessions.
Possible referral to other agencies	Yes. During the intake by the employment consultant and during the programme, participants can receive additional support provided by their consultant of the city of Rotterdam. For example, participants are supported to request a free bicycle from the city.

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, <b>Sport Plus 1,</b> Sport Plus 2 or Plus Sport	<p>This is a <b>Sport Plus 1 programme</b>. Sport is used to get physically active and give people some energy to structure their life. Additionally, workshops are organised to strengthen their social and employability skills.</p> <p><i>"The sport sessions are organised as low-threshold physical activity interventions. Most of the participants do not have a background in sport, but they need to get motivated to be more active. In return for their financial benefit, they have different obligations, but we would like to give them a social activity which they appreciate"</i> (sport coach).</p>
Youth worker/sport coach	Both the sport coach and the social worker are present during the sport sessions and the workshops. However, sport coaches and social workers do not reinforce each other's programmes.
Sport as a key attraction	<p>The sport programme provides an environment to build up a new network of people, get motivated and bring more structure to their personal life. It attracts people to be more active. Participants' first concern is to find a work placement, but they are concerned about their physical condition.</p> <p><i>"Normally I don't do sports or I do not run. But as this is a group session, I was more motivated to take part and be physically active. I can do these exercises on my own level, that helps"</i> (female participant).</p>
Sport as a basis for experiential learning	Yes. The sport sessions are concerned with physical activity and stand-alone from the different workshops. The sport sessions do not reinforce employability skills supported by the social coaches. The sport session should give them the energy to take initiative in

	<p>their professional development.</p> <p><i>"The sport sessions are the core of the programme. Without the sport, I would not be here. Otherwise, this programme would be only talking and workshops, while sport forces them to cooperate, to experience their talents and their restrictions. Additionally, we believe that practicing sport benefit with a positive boost in mood and lower rates of depression"</i> (social coach).</p>
Social skills workshops	<p>Various workshops are organised in the programme. As there is no block intake, some participants participate more than once in a workshop. There is no general guideline in the frequency or the number of workshops organised for the different groups. The coaches only try not to overwhelm the participants during the first weeks as they need to adapt to the sport sessions.</p>
Coaching qualifications	No.
Personal learning/career plan	<p>Individual follow-up of participation in sport sessions and social workshops by the social workers. The progress of the participants is discussed monthly, but there is no individual action plan. Social workers have monthly goal setting discussions to set one personal goal for the next month (e.g. doing sport three times a week or find three potential WEPs). This goal is formulated in a contract between the participant and the social worker.</p>
Employability relevance of skills reinforced	<p>Strong support of social skills, building up the capacity to be active and find a work placement. Additional and personal employability support on CV writing and interview training is provided by the social workers. Additionally, after-care support is provided by the consultants of the local government.</p>
Education compensation Maths and Language	There are Dutch classes for participants when needed.
Small number groups/teamwork	<p>Small groups for the sport sessions and various workshops (i.e. nutrition, social behaviour, stress, personal development, ...). Additionally, individual mentoring sessions and employability support is provided.</p>

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	<p>The sessions are organised in community sport clubs, starting with a coffee or a tea in the cafeteria. Social workers and the sport coach try to talk to all participants during the sport sessions or workshops to connect with them.</p> <p><i>"I always try to create an environment in which participants feel welcome and like to participate in sport. These people have to do a lot in return to the benefits they receive, so I want to change their way of thinking; they should like to come here and see it as a positive"</i> (sport coach).</p>
Interested caring adults	<p>The sport coach tries to build an open and friendly environment during the sport sessions, while the social workers support the participants as a guide.</p>
Models for conventional behaviour	<p>The volunteer of the sport club where the sessions are organised was once a participant in the project. Additionally, former participants are invited to testify about their progress since graduating from the programme. Through discussions with participants, social workers reflect on ways of handling specific situations.</p>
Controls on deviant behaviour	<p>There is a strict response to deviant behaviour as participants can lose their financial benefit by remaining absent or bad behaviour.</p> <p><i>"We have to report all attendances. The government cuts their support when they don't participate in the programme. Additionally, negative personalities also have a disruptive impact on the group and the session. It spreads so easily into a group"</i> (coordinator)</p>
Critical support	<p>Individual support and mentoring on appointment (once a month) or before/after the sport sessions.</p>
Value placed on achievement	<p>The participants have to build work experience via a WEP (work experience place) or a real job by 6-9 months. This gives them the opportunity to fill their CVs and find a job to move on with their lives.</p>
Positive attitude to the	<p>Participants are encouraged and motivated to</p>

future	be active and get access to the labour market.
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<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	Yes. Participants can volunteer within the sport club where all sessions are organised. Those who are already for a longer period in the programme, can provide support to new participants if they share specific demands (budget control, language skills).
In-house event organising	No. They take a small role during the warming up or sport sessions when they are more experienced in sport or with the sports.
Work experience	Yes. They are supported to take up a WEP when they have the right mindset. The social workers of Bewegen naar werk have some contacts themselves or they provide contact to websites and databases where participants can find work experience places.
Work placement	Yes. They have to take a work placement to receive financial benefits from the government. The work placement cannot replace a normal job and participants cannot receive a wage (only a small reimbursement). The work placement aims to provide work experience and the chance to adapt to a professional setting, the work placement does not need to fit with career preferences. However, the programme has tried to find work placements that fit to the career goals of the participants.
IT skill development	No support. Participants can have IT support from the local council as part of their benefits programme.
Personal financial management	Yes, part of the Handle Money workshop.
CV writing skills	CV writing is taught by the social worker and is organised on an individual basis after the sport sessions.
Interview skills	Interview skills are taught by the social worker and an actor to do a role-play. Mostly on an individual basis before or after the sport sessions.
Employer/partnership	Employers or organisations providing a work



working	experience place come to talk about vacancies and their expectations regarding new employees.
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<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	Participants from various backgrounds take part in the sport sessions (various ages and professional backgrounds). Through the sport sessions, participants interact and become a group.
Self-reflection/evaluation	Each month, during the individual mentoring, there is a goal-setting conversation where each participant has to set specific one specific target for the coming period. This is put in a small contract between the social worker and the participant.
Personal responsibility	Participants are encouraged to take responsibility for their career and the necessity to find work or a WEP. The social workers support them without specific obligation or pressure. However, the possible cut in their benefits will encourage people to obtain employment.
Teamworking	Teamworking is emphasised through various team sports (handball, volleyball, football).
Time management	No.
Conflict management	In the social behaviour workshop, people interact in role-plays with an actor to adapt to specific professional situations or conflicts in life.
Communication skills	Part of the social behaviour and development workshop and inherent through regular attendance in the sessions. Communication skills are of vital importance according to the social workers to succeed to a work placement. These skills are also practiced with the support of an actor doing interview training.
Perceived self-efficacy	At the start of the programme, participants rely heavily on the social workers. During the programme, participants can ask for help but will become more independent.  <i>"They bring in their worries and problems, they can call me any time during the week"</i>

	<i>when there is something wrong. That is ok, I'm their mentor, but I rather try to stand next to them. They need to find the solutions themselves. When the need something, it is important to become self-sufficient. During the programme, I'm available, so please participants, use me. Ask the things you need to know. But after a certain moment in time, you need to be independent and face the issues yourself" (social worker).</i>
Problem solving	The participants are responsible for their own situation. The social worker can be a guide, a mentor to support on and to give advice, but participants have to find a work placement themselves (get in contact, get an interview, sign a contract).
Focus/direction	For the social workers, the sport sessions are central to the programme, but all mentoring and workshops are directive towards the opportunity to build work experience.
Ambition/motivation/initiative	According to the social workers, energy and motivation is the basis to work from.
Leadership skills	Participants can take an active role in warming up or cooling down of the sport sessions. Taking a leading role in the sport sessions is a milestone for the sport coach.
Increased maturity	No.

<b>IMPACTS</b>	
Individuals employed in the organisation	No.
Employed	Yes. Possible at the end of the programme or after completion of a WEP.
Choose further education	No. All participants receive benefits and focus on finding a job.
Employed by work placement organisation	Yes. Participants build experience through a WEP. According to the Dutch participation law, job seekers can participate in a WEP for 24 or 32 hours a week. The Bewegen naar werk programme counts for 12 hours in total. Once participants work more than 12 hours in their work placement, they drop out of the Bewegen naar werk programme. Unofficially (the hours will not count for their work placement), they still can remain in the

	<p>programme if they want to.</p> <p>While most participants obtain work experience to find out which professional direction they would like to follow, some obtain experience in the sector of their preference.</p>
Seek jobs without assistance	Preferable. As all participants are different, some are ready for a real job after a few weeks or months. Some participants might need more assistance than others.
Organisation sponsors/mediates with employers	Yes. Organisations providing jobs or WEPs visit the workshops to talk about opportunities in their organisations. Additionally, the social workers have their own network of WEPs instead of sending the participants to the counsellor of the local government
Referred to job agency	No. All participants have been to local job agencies and need to visit them every two weeks.
Remain unemployed	Possible. The social workers believe that not everybody in the programme is employable.
Ongoing support	No. Former participants are referred to the employment service of the city for additional or ongoing support.

## Albion in the Community (United Kingdom)

### Research methods

A visit was made to Albion in the Community on 4 and 5 May 2017. We conducted interviews with 6 individuals (see Table 27 **Error! Reference source not found.**). We attended an employability workshop (Get Ready to Work) and a football session. All interviews were tape recorded with permission of the interviewees.

Table 27: Overview of the Albion in the Community interviewees.

The coordinator
A qualification coordinator
A sport coach
A former participant (male)
A former participant (male)
A participant (female)
A participant (male)

Table 28: The Sport and Employability Components of Albion in the Community.

RECRUITMENT	
Open access	Participants are recruited through local job centres. However, other vulnerable groups or interested individuals can take part in the football sessions or the different workshops. For the football sessions, there are two busses which collect participants in the football sessions at shelters, hostels, rehabilitation centres, etc.
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	AITC has an open access policy to various target groups wishing to participate in the Albion Goals programme. The staff also recruits via job centres and social services catering for vulnerable groups.
Understanding of the relevant labour market	AITC has a strong cooperation with the job centres. Rather than unemployment as such, participants are confronted with various issues in life (psycho-social development, addiction, employability). AITC supports participants based on their abilities and motivation to progress in life.  "Participants are often drifting in and out of

	<p><i>part-time work. Not many people walk into full-time employment, so there is not always a pot of gold at the end of every rainbow that looks like a full-time job, however, the rainbows, that is the opportunities, are out there if people get the support to see them.”</i> (Coordinator).</p>
Selection criteria	<p>There is no selection of participants. As it is an ongoing programme without fixed entry dates, vulnerable people who would like to strengthen their employability can participate in the Albion Goals programme.</p>
Diagnosis of personal circumstances/constraints	<p>There is no formal evaluation or diagnosis. Individual mentoring and the personal diagnosis occurs before or after the football sessions.</p> <p><i>“We play football with them and provide a workshop afterwards. We try to understand each person; what they are facing, what are their aspirations? Given their feedback, we develop an action plan, not so formal as the job centre, but an idea of how we can move forward, and how we can overcome obstacles.”</i> (sport coach).</p> <p><i>“Our participants are also emotionally vulnerable people, dealing with psycho-social issues. It is not just a lack of academic qualifications. It is different between different groups of Albion Goals”</i> (sport coach).</p>
One size fits all?	<p>There is no single generic programme. The Albion Goals programme is based on courses and qualifications organised at various intervals. Participants are encouraged to participate in courses when the coaches feel it is the right time to do so.</p> <p><i>“Participants are encouraged to follow courses and workshops if we feel that is right for them to do so. We offer them the opportunity, but sometimes they don’t take it. When someone does not feel comfortable speaking in front of a group, we don’t suggest to him to take part in the sport leadership course, but rather the employability skills course”</i> (coordinator).</p> <p>AITC organises football sessions for different groups. A group of people with homelessness, drug and alcohol addiction or a history of misuse is organised on Friday. Participants</p>

	with better physical and mental conditions have football sessions on Tuesday and Thursday.
Diagnostic/individual learning plans	<p>There are no formal individual learning plans. Sport coaches and the coordinator suggest workshops and qualifications to participants which they feel appropriate for the participant. But this is documented over the course of the participant's journey by the Well-being Questionnaire.</p> <p><i>"It is up to me to indicate they are ready for a certain qualification course and support them to go there. When it is too early, I have to look for a smaller step. It is about choosing the right step for each individual"</i> (sport coach).</p>
Possible referral to other agencies	<p>Yes. Given the various backgrounds and personal problems of participants, they can be referred to other organisations at any time during the programme.</p> <p><i>"A part of my role is to develop relationships with other organisations and refer participants to specific support centres like housing agencies, mental health organisations, hostels, rehabilitation centres"</i> (sport coach).</p>

<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport <b>Sport Plus 1</b> Sport Plus 2 or Plus Sport	<p>AITC is a <b>Sport Plus 1 programme</b>. Weekly football sessions are used to get people included in the programme. The sessions are organised in different target groups, depending on the psychological and social conditions of the participants. The sessions are used for bonding and the development of social networks and social skills.</p> <p><i>"We work with vulnerable people using football as an attraction, as a catalyst to help people develop towards employability and gaining employability"</i> (sport coach).</p> <p><i>"The football sessions are open to everybody. High and low skills in a team, different levels of football skills, but also social skills and understanding. You as a coach should keep the game interaction so everyone can have a level of success. They play the same game,</i></p>

	<i>but the criteria to be successful is different to everyone" (sport coach).</i>
Youth worker/sport coach	<p>All staff do have a background as sport coaches, but have built experience in social work or as a tutor. They see themselves as performing mixed roles in the programme.</p> <p><i>"I'm a football coach who is in the position to have a positive impact on individuals' lives because of the position of AITC. Mentoring starts in a football and sporting environment and as a result of that, the trust between us and the participants motivate these individuals to go into employment. (...) We are not social workers, but football coach mentors who are in the position where we have an effect on the individuals' social life" (coordinator).</i></p> <p><i>"Social worker AND a football coach. What I try to do is address their social issues as a person and it is social work, but I'm using my skills as a football coach as well" (sport coach).</i></p>
Sport as a key attraction	<p>Not every participant needs to participate in the sport sessions. People can come to AITC and only participate in a course or a workshop. However, football provides a common ground for participants. Especially the football club has the ability to encourage people from various background (even when they do not play or specifically like football). It is a social catalyst which provides a social element to build on.</p> <p><i>"Some do not have a burning desire to play football, but they are comfortable with the idea of sharing their opinions on the game – and that builds a bridge." (sport coach).</i></p>
Sport as a basis for experiential learning	<p>Yes. Football is used to get people active and support the development of social skills. Football in AITC is used as a tool for psycho-social development and the development of employability skills and perceived self-efficacy.</p> <p><i>"Football can be everything. Balance, coordination, fitness, it can help to recover some of the physical damage or can be an opportunity to gain confidence, self-esteem, inspire things that they never believed they</i></p>

	<p><i>could do. What we do? We for example do a passing pattern. After a couple of weeks, they see they can do this. That provides me with the opportunity to broaden the conversation into other things they can't believe they can do. They surprise themselves. They can now shoot a ball properly, they get to understand the game. I use this to as them: What else are you capable of that 6 weeks ago you were not able to do? So we push their boundaries."</i> (sport coach)</p>
Social skills workshops	<p>Yes. Different workshop and programmes focus on soft and social skills, reinforcing work undertaken in the football sessions.</p>
Coaching qualifications	<p>AITC provides a Sport Leadership award, a Certificate in Fitness Instructing and a Certificate in Understanding Nutrition and Health. These qualifications are accredited by various organisations and regularly reviewed.</p> <p><i>"I perceive it as a good opportunity for them to gain a qualification. We give them some skills and qualifications that they can use to get into employment"</i> (coordinator Get Ready to Work).</p>
Personal learning/career plan	<p>There is no formal learning pathway for participants. Together with the coaches, participants choose to participate in football sessions, courses and workshops.</p> <p><i>"Different people progress in different ways"</i> (coordinator).</p>
Employability relevance of skills reinforced	<p>Strong support for the development of soft skills (via sport sessions), building psychological and social development and ultimately fostering employability. Employability support is provided through the various qualification courses, the Employability Development programme and the Get Ready for Work programme.</p>
Education compensation Maths and Language	<p>No. AITC refers to other organisations when needed, including for literacy and numeracy.</p>
Small number groups/teamwork	<p>AITC organises football sessions for different groups depending on physical and psycho-social development of the individual. The aim of the football session is to develop communication, social skills and confidence in a small group supportive setting.</p>



<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	<p>According to the coaches and the coordinator, a sense of trust and belonging is built through the football and the parallel mentoring process. Building relationships with participants helps them in providing individual support to each participant.</p> <p><i>"We build a sense of trust and belonging, we try to do everything for them within our abilities. We support them and do what we say"</i> (sport coach).</p>
Interested caring adults	<p>Coaches built a culture of trust and belonging with participants, providing them opportunities to take up qualifications and workshops.</p> <p><i>"If people see you as providing opportunities, gradually they will learn to trust you"</i> (sport coach).</p> <p><i>"It is the enthusiasm of the people that deliver the programme"</i> (sport coach).</p> <p><i>"We are football coaches who are in the position of having a positive impact on individuals' lives because of the position of AITC. Mentoring starts in a football and sporting environment and as a result of that, the trust between us and the participants motivate these individuals to go into employment. (...) We are both employability mentors and emotional mentors"</i> (coordinator).</p>
Models for conventional behaviour	There is a strong dependency of participants on the staff. Participants feel strongly connected to caring and supportive adults.
Controls on deviant behaviour	There is a general code of conduct for the participants.
Critical support	Yes. Staff shares critical reflection about the progress of individuals and their goals in life.
Value placed on achievement	Any form of employment is encouraged or supported by the staff. It can be a step to motivate people into further employment or additional working hours.
Positive attitude to the future	Participating in different courses gives the participants a sense of achievement. They are

	encouraged to participate in different workshops and programmes to strengthen their sense of achievement and employability.
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<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	Yes, participants are encouraged to engage in vocational activities that will boost their sense of self-worth. For example, administration and officiating on tournaments, coaching, fundraising, assisting at Get Ready to Work events.
In-house event organising	Yes. Apprenticeship in-house is offered to participants when it is appropriate. The Sports Leadership course requires participants to organise and run a sport session.
Work experience	<p>AITC attempts to provide participants a work experience when it fits in their development. There are not many full-time jobs available for participants of AITC. Additionally, different organisations in the Brighton stadium provide opportunities for participants to take an apprenticeship (catering, supporting services, facility managers).</p> <p><i>"A vocational activity of 6-7 hours, that is a job. Our participants are proud of course. Even when you are doing 4-5 hours, the confidence is growing. They work and have the opportunity to talk to their bosses to get more hours, experience and chances"</i> (coordinator).</p>
Work placement	No.
IT skill development	No.
Personal financial management	Yes, by external partners such as Christians Against Poverty (CAP) and the Citizens Advice Debt Management.
CV writing skills	Part of the two day Get Ready to Work programme. Additionally, staff of AITC provides individual support.
Interview skills	Part of the two day Get Ready to Work programme. Additionally, staff of AITC provides individual support.
Employer/partnership working	There is cooperation with various firms active in the football stadium. Additionally,

	American Express is a partner of the organisation and supports the Get Ready to Work programme via staff participation.
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<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	The participants in the Albion Goals programme have various backgrounds and learn to work in a group (e.g. through the football sessions and sport leadership courses).
Self-reflection/evaluation	For participants who are emotionally vulnerable, it is hard to work on self-reflection and to make them aware of their own strengths and weaknesses. But these issues are addressed via the building of trust  <i>"Within weeks you identify personal issues, obvious things, lack of self-esteem, poor decision-making, looking for approval. The longer we work with someone, the more it adds to our relationship and understanding of the participant. People trust you more and have the opportunity to talk about a whole range of things"</i> (sport coach).
Personal responsibility	Part of the mentoring and the social skills workshops.
Teamworking	Inherent in the football session and developed via mentoring and the social skills workshops.
Time management	Yes. The Level 1 Employability Skills programme includes a unit on "Managing Your Time" and our Sports Leadership courses place a lot of emphasis on time management as part of the session planning and content.
Conflict management	Part of the mentoring and the social skills workshops.
Communication skills	The Sport Leaderships course requires participants to develop and deliver a coaching session.
Perceived self-efficacy	There is no formal evaluation of self-efficacy. There are many participants who are emotionally very vulnerable. AITC tries to strengthen these individuals building on their own strengths and interests.

Problem solving	Part of the mentoring and social skills workshops and the various certificate courses.
Focus/direction	Participants can participate in various free courses on a short-term basis to strengthen their CVs and employability chances.
Ambition/motivation/initiative	Participants experience a sense of achievement when they succeed to obtain a qualification with AITC.
Leadership skills	Participants can participate in the Level 1 or 2 Sport Leadership Award.
Increased maturity	Yes. Participants are challenged through football sessions and qualifications to take up different roles (sport leadership, coaching, ...) which requires a more mature perspective.

<b>IMPACTS</b>	
In-house employment	No. This is not a structural part of the programme. Some participants have become employees for the community scheme (as football coaches) or are employed by a partner organisation.
Choose further education	Yes. Participants improve their formal qualification through various qualifications provided by AITC and can choose to enter further education.
Employed by work placement organisation	Yes. Some participants are employed by organisations providing apprenticeships or as a matchday steward.
Seek jobs without assistance	Can happen, even though most participants will need additional support.
Organisation sponsors/mediates with employers	Yes. Vacancies are shared with participants in one-on-one contacts or on the Facebook group of AITC.
Referred to job agency	Yes. Participants are recruited from the job centre or supported to maintain contact with a job coach from the centre. Once they gained additional qualifications, the job centre will support them towards new job opportunities.
Remain unemployed	Yes. Different participants have severe psycho-social issues which has a high impact on their employability.
Ongoing support	Yes, as it is an open access programme, people can return or remain in the

	programme as long as they want to.
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## Start2 (Belgium)

### Research methods

The visit to Start2 took place on 26 May, 6 and 7 June 2017. We conducted 7 interviews (see Table 29 **Error! Reference source not found.**), one of them by phone. All interviews were tape recorded with permission of the interviewees.

Table 29: Overview of the Start2 interviewees.

Coordinator of the sport organisation
Sport coach
Sport coach
Job coach
Youth worker
Former participant (male)
Former participant (male)

Table 30: The Sport and Employability Components of Start2.

RECRUITMENT	
Open access	Participants were recruited by an open call by the organisations delivering this programme for male unemployed youth from the region of Genk. A first selection was made during a selection training before the start of the programme. Later, different other NEETs joined the programme while others dropped out because they found work.
Targeting	
Referrals	

PARTICIPANTS	
Self-selection	No. There was a brief assessment of the social background of participants by an interview conducted by the youth worker. Only people with severe social circumstances were excluded from the programme.
Understanding of the relevant labour market	Yes. The youth worker and sport coaches organised employability programmes before and supported vulnerable people to work. The job coach has professional experience in supporting NEETs to work. Additionally, the local employability service supports unemployed people, including youth towards work or education. In this region, general

	unemployment and youth unemployment figures are higher than in other regions of the country.
Selection criteria	Only male unemployed participants living in the region of Genk were included in the programme. People with a problematic psycho-social background were excluded from the programme.
Formal diagnosis of personal circumstances/ constraints	<p>No. There was only limited formal individual evaluation of personal constraints by an interview with the youth worker. Most participants were registered as job seekers and did not had to take on interviews as long as they were involved in the programme.</p> <p>As part of the programme (and not used for selection purposes), all participants had to make a collage to tell their own story about their social background, personal living circumstances and aspirations in life.</p> <p><i>"By using story-telling, people had to reflect in front of the group about their past, what happened and how they see their future. That was emotional, but also helping them. Most participants recognized comparable situations or problems that others couldn't encounter either"</i> (youth worker).</p>
One size fits all?	Yes. All sessions were organised as group sessions.
Diagnostic/individual learning plans	There was no personal learning plan at the start of the programme. After one month, each participant was assessed by means of a competence toolkit and individual feedback sessions were organised with all coaches and social workers at the end of each of the three stages of the programme. Based on the toolkit, participants self-reflected on their capacities and the staff provided feedback based on their own evaluation of that person.
Possible referral to other agencies	Yes. Some candidates (people with a problematic psycho-social background, evaluated during the interview with the youth coach) were refused and referred to other organisations.

## **OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES**

Sport, <b>Sport Plus 1</b> , Sport Plus 2 or Plus Sport	This is a <b>Sport Plus 1 programme</b> . Sport sessions and social activities are delivered separately and used as a learning environment for social skills. The staff organised reflections before and after the sport sessions to discuss the activities with the participants and their relevance to the employability of the participants. These reflections were not connected with the workshops organised in the programmes.
Youth worker/sport coach	Both youth workers and sport coaches from various organisations are included in the programme.
Sport as a key attraction	Both sport and employment are the attractions of the programmes. Some participants drop out early of the programme because they found a job.  <i>"A 5-month programme, that is long. At the end, especially after the trip to Barcelona and the running event, some participants had enough of all the sport sessions. They wanted to get to work."</i> (sport coach).
Sport as a basis for experiential learning	Yes. Various skills were used or discussed during sport sessions, team building activities and meditation. All sport activities were used to strengthen soft or employability skill development, especially through the reflection with the participants afterwards.
Social skills workshop	Yes, provided by the job coach or the youth worker on Monday and Wednesday morning. These workshops included specific skills or more general information on important documents, organisations or things to do when you are unemployed. There was no reinforcement of things discussed in the workshops during the sport sessions.
Coaching qualifications	There were no opportunities for qualifications provided.
Personal learning/career planning	Yes. There are individual learning plans, based on the competence toolkit used during the first month of the programme. The evaluation of all coaches and the participant provided by the toolkit is discussed during formal feedback sessions after each stage of the programme.

Employability relevance of skills reinforced	Yes. Social and employability skills reinforced during the sport sessions were discussed on during reflections after the sport sessions. In the final stage of the programme, there was a strong focus on employability skills.
Education compensation Maths and Language	No.
Small number of groups/teamwork	Yes. The group included 8 to 12 participants over various workshops and activities.

<b>SOCIAL CLIMATE</b>	
Sense of safety/ acceptance/belonging	Yes. Both participants and staff members agree the youth worker had a strong bond with the participants.
Interested caring adults	Yes. Participants contacted the youth worker at various times for additional support, specific questions or personal problems. Some interviewees reported that there was no clear agreement between the staff about the professional distance between participants and staff.  <i>"Most important in the programme is the availability of the staff. Someone to talk to. They could call me anytime, even during the weekend, for anything. That was not the case with other coaches. Sometimes they called or texted me, in other occasions we discussed on things that happened in their private life"</i> (youth worker).
Models of conventional behaviour	Yes. Some staff members were role models to the participants as they were previously unemployed themselves, as well as through their informal coaching style.
Controls on deviant behaviour	There was no clear code of conduct for the participants. Coaches talked one-on-one with participants to discuss specific behaviour.
Critical support	The level of critical support varied between different staff members. Additionally, some participants need more critical support and self-assessment about their behaviour. Interviewees pointed out that different situations or conflicts during activities or workshops which needed critical support, had not been discussed and dealt with throughout various activities.



	<i>"There have been various situations in the programme that provided a learning context for the individuals. However, not all situations were discussed with participants"</i> (sport coach).
Value placed on achievement	<p>The focus of the programme is on developing employability and to be employed in the end. Participants discussed the different vacancies and felt disappointed when they did not obtain a job position at the end of the programme.</p> <p><i>"At the very end of the programme, you see that there is a discussion among the participants. 'He has a job and I don't. It is a failure.' But it is not. I hope the ones who have a job can keep it. The others will run into job opportunities in the near future"</i> (coordinator of the sport organisation).</p>
Positive attitude for the future	Yes. Through an informal way, the staff offered support to participants to develop a realistic understanding about their skills and competences and aspirations for the future.

<b>EMPLOYMENT FOCUS</b>	
In-house volunteering	Not a part of the programme.
In-house event organising	Participants had to organise a sport session for each other and an external group. Additionally, they organised a pop-up restaurant to raise funds for their trip to Barcelona.
Work experience	No.
Work placement	No.
IT skill development	No. Even though participants learned how to update their personal file in the database of the public employment service during the job coaching sessions at computers of the local employment service.
Personal financial management	No.
CV writing skills	Yes. Group sessions organised by the job coach.
Interview skills	Yes. Group sessions organised by the job coach including practical exercises.
Employer/partnership	Yes. Participants visited two local

working	companies that had vacancies for this target group.
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<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
Understanding of others/perspectives	<p>Yes. Participants who faced various social barriers and living circumstances, came in contact with other groups during the programme.</p> <p><i>"Normally, I would never have met these guys. But because of the programme, I made connection with them and respect them. Some of these guys have made a huge progress during the programme."</i> (former participant)</p> <p>During various stages of the programme, participants met other groups (i.e. students, other vulnerable groups) in sport sessions or presentations and visits.</p>
Self-reflection/evaluation	<p>At the start of the programme, all participants had to make a collage to tell their own story about their social background, personal living circumstances and aspirations in life.</p> <p>Self-reflection and assessment was stimulated by individual review sessions with all staff after each stage of the programme. Additionally, all activities on Friday included reflection sessions on individual and group behaviour before and after the sport activities.</p>
Personal responsibility	<p>Participants were asked to reflect on various activities and the impact on their development. The coaches emphasized that they like to challenge participants with role-play and made them be responsible for the decisions in the programme (e.g. how do we respond to bad conduct?)</p>
Teamworking	<p>During different sport sessions, it was stated that participants had built confidence and learned to work as a team. Especially during the first stage of the programme, these sessions were used to develop a bond of trust between participants and the staff.</p> <p>In preparation for the running competitions,</p>

	all participants went running together as a group. Each Monday and Friday, they also cooked together.
Time management	<p>Time management was a major challenge in this programme. The staff discussed these issues with participants, but it remained a point of attention for most of them.</p> <p><i>"Almost weekly we discussed these issues. Everyone had the problem to come in on time. They promised it would be better next week, but that did not really happen. Some even said: 'it is not so important now. Later when I have a job, I will pay more attention to it'"</i> (sport coach).</p>
Conflict management	Yes. Most conflicts and problems were discussed in the group. Through the various sessions, role-play was used to see how participants would respond to specific situations and conflicts.
Communication skills	<p>Yes. These skills were developed during the interview sessions or the sport sessions when all participants had to provide a training session for each other and as a team for an external group. They also had to make a collage presentation about themselves in front of the group.</p> <p><i>"Before this programme, I was always at home playing on my computer. I did not have much social contacts or hobbies. Because of this programme, I became much more social"</i> (former participant).</p>
Perceived self-efficacy	<p>Some participants were not aware of their competences or others overestimated their skills. According to a sport coach, they had to provide individual feedback on how they see themselves in a team or as their contribution to a group.</p> <p><i>"One participant had very good communication skills, but in the meantime, that also became his pitfall. He kept on talking without being clear to the group or bringing himself into trouble"</i> (sport coach).</p>
Problem solving	Participants are challenged to resolve problems in role-play or experience-based learning sessions. For example, during the selection day of the programme, candidates

	had to build a construction to prevent an egg breaking falling out of a window. The staff used this activity to evaluate the various roles of individuals and the level of teamwork.
Focus/direction	Through the various stages of the programme, social and employability skills were supported with the aim of obtaining a job at the end of the programme. Additionally, the fund-raising activity and the trip to Barcelona was a strong motivator for participants.
Ambition/motivation/initiative	Participants were challenged to resolve specific problems in the experience-based learning sessions. Additionally, they had to organise a fund-raising activity.
Leadership skills	Participants had to organise a boxing session for themselves and for a group of young students.
Increased maturity	<p>Even though the sport coaches provided critical support and confronted participants with their own behaviour, it was hard to change participants' general attitudes and perception on their own situation.</p> <p>In the boxing sessions, participants were confronted with their physical capacity and the role of sport and aggression. As they have to teach others how to box, this was perceived as an important method to develop self-reflect for their own capacities.</p>

<b>IMPACTS</b>	
Individuals employed in the organisation	No.
Employed	<p>Yes. Some participants were already employed during the programme, others could start after they graduated from the programme. The job coach supported them into work or participants found work themselves. The organisers claimed to give them a good chance to find work.</p> <p><i>"During the recruitment, we stated that they have a 75 per cent chance to have work at the end of the programme. It is not a fact, but we can tell from experience of the</i></p>

	<i>previous programmes</i> " (coordinator of the sport organisation).
Choose further education	Yes. Some participants realised they need a qualification or additional education to increase their employability.  <i>"I always wanted to become an entrepreneur. Because of this programme, I realised I need to go to school first to get a degree and the knowledge and skills needed to be an entrepreneur. Afterwards, I will start my own company"</i> (former participant).
Employed by work placement organisation	There is no work placement provided in the programme.
Seek jobs without assistance	Yes. Some participants found interim work during the programme.
Organisation sponsors/mediates with potential employers	Yes. The job coach mediated with employers about the opportunity for work or an internship.
Referred to job agency	Participants were already connected to a job agency and had the support of the public employment service.
Remain unemployed	Yes. Some graduates remained unemployed.
Ongoing support	The job coaches provided additional job coaching support during two months after the programme.

## Annex 3. Infographic

Figure Sport and Employability: a generic programme theory



## Annex 4. Print screens of the sport4employability.eu website



### MAPPING #1 Do you know **sport programs** in the EU that foster youth employability?

Do you know sport programs that contribute to the employability of young people in the EU?

Please complete the form in the language of your choice.

- **English**
- **Français**
- **Deutsch**
- **Español**



### MAPPING #2 Do you have knowledge of **specific policy practices** that support these sport programs?

Are you familiar with tools of recognition of informal learning or policy practices that support the employability of young people? *Please complete the form in the language of your choice.*

- **English**
- **Français**
- **Deutsch**
- **Español**

### **Sport and employability?**

The study will aim to increase knowledge on the interactions between sport, employment and youth across the EU in order to suggest improvements of EU policy in this area. It will provide an overview and analysis of good practices taking into account tools of recognition of qualifications gained through informal and non-formal learning related to sport in the Member States. It will propose possible future recommendations and plans of strategic actions in the context of contribution of sport to the employability of young people. It will build on already existing information in the other areas like volunteering, skills and development of human capital. It is part of the Europe 2020 strategy.



## Annex 5. Explanation of the Sport and Employability Components

Below is a short description of the different elements that have been mentioned in the framework (Figure 2) for clarification purpose.

<b>RECRUITMENT</b>	
Open access	<p><i>Open access:</i> Can everybody participate?</p> <p><i>Targeting:</i> Are only specific groups allowed to participate?</p> <p><i>Referrals:</i> Have participants been referred to by other agencies?</p>
Targeting	
Referrals	

<b>PARTICIPANTS</b>	
Self-selection	<i>Can participants register if they like (without specific selection criteria)?</i>
Understanding of the relevant labour market	<i>Is the organisation aware of relevant employment opportunities for their participants and do they know what is required for these jobs?</i>
Selection criteria	<i>Are there criteria used to select participants? (e.g. having specific socio-cultural barriers to employment; academic qualifications)</i>
Formal diagnosis of personal circumstances/constraints	<i>Is there a formal assessment of the personal background of participants?</i>
One size fits all?	<i>Is there a general programme for all participants to follow?</i>
Diagnostic/individual learning plans	<i>Is the organisation working with formal plans that have been specifically designed for individual participants to direct their development and monitor their progress?</i>
Possible referral to other agencies	<i>Does the organisation refer participants to other agencies (in case they feel they lack the ability to work on special issues)?</i>



<b>OUTPUTS OF SPORT AND EMPLOYABILITY PROGRAMMES</b>	
Sport, Sport Plus 1, Sport Plus 2 or Plus Sport	<i>For a description, see Chapter 2.</i>
Youth worker/sport coach	<i>Are there youth workers and sport coaches involved in the programme?</i>
Sport as a key attraction	<i>What is the extent to which sport is used to attract young people to the programme?</i>
Sport as a basis for experiential learning	<i>What is the extent to which sport is used as a basis for experiential learning of soft/employability skills in the programme?</i>
Social skills workshops	<i>Are there workshops organised during the programme that focus on the development of social skills?</i>
Coaching qualifications	<i>Are there opportunities provided to get validated coaching qualifications during the programme?</i>
Personal learning/career plan	<i>Does the programme involve the use of a personal learning or career plan?</i>
Employability relevance of skills reinforced	<i>To what extent do the skills reinforced in the programme have relevance to employability?</i>
Education compensation Maths and Language	<i>Are there opportunities for participants to have courses on maths and/or languages?</i>
Small number groups/teamwork	<i>What types of group sizes are used within the programme? To what extent is teamwork emphasised?</i>

<b>SOCIAL CLIMATE</b>	
<b><i>To what extent is the mentoring approach characterised by the strategies?</i></b>	
Sense of safety/ acceptance/belonging	
Interested caring adults	
Models for conventional behaviour	

Controls on deviant behaviour	
Critical support	
Value placed on achievement	
Positive attitude to the future	

<b>EMPLOYABILITY FOCUS</b>	
In-house volunteering	<i>Does the organisation provide opportunities to participants to engage in volunteering within the own organisation?</i>
In-house event organising	<i>Does the organisation provide opportunities to participants to organise events within the own organisation?</i>
Work experience	<i>Are there opportunities for participants to have real work experiences?</i>
Work placement	<i>Are there opportunities for participants to temporarily work with an employer?</i>
IT skill development	<i>Does the programme include courses to develop IT skills?</i>
Personal financial management	<i>Does the programme include courses to develop personal financial management skills?</i>
CV writing skills	<i>Does the programme include courses to develop CV writing skills?</i>
Interview skills	<i>Does the programme include courses to develop interview skills?</i>
Employer/partnership working	<i>Are there partnerships with employers?</i>

<b>OUTCOMES: EMPLOYABILITY SKILLS</b>	
<b><i>To what extent does the programme focus on the following skills?</i></b>	
Understanding of others/perspectives	
Self-reflection/	

evaluation	
Personal responsibility	
Teamworking	
Time management	
Conflict management	
Communication skills	
Perceived self-efficacy	<i>Participants' level of confidence in their own ability to achieve designated goals and to overcome disappointments</i>
Problem solving	
Focus/direction	
Ambition/motivation/initiative	
Leadership skills	
Increased maturity	

<b>IMPACTS</b>	
Individuals employed in organisation	<i>Are graduates employed at the own organisation? ('In-house employment')</i>
Employed	<i>Are graduates employed at an external work place?</i>
Choose further education	<i>Are graduates choosing for further education (instead of being employed)?</i>
Employed by work placement organisation	<i>Are graduates employed at the external work place where they had their work experience?</i>
Seek jobs without assistance	<i>Are graduates seeking work without assistance?</i>
Organisation sponsors/mediates with employers	<i>Is the organisation advocating and networking on behalf of participants and using their insider contacts and knowledge of employment opportunities to mediate participants' initial relationship with the job market?</i>
Referred to job agency	<i>Are graduates referred back to job agencies?</i>
Remain unemployed	<i>Do graduates remain unemployed?</i>
Ongoing support	<i>Does the organisation provide ongoing support to graduates?</i>

## **Annex 6. An overview of the identified national policy measures, cooperations and supporting organisations.**

### **Belgium**

#### ***Flanders*** (information collected by regional sport policy documents)

The European Social Fund (ESF) Flanders launched an employability project for young people between 18 and 25 years in 2015. This project, 'WIJ!' or 'work experience for youth', provides an additional support structure for NEETs, organised by various job centres and employment services throughout the region to provide better access to the labour market. Young people can be recruited by the public employment service or recruited in a local context or cooperation. In the 2014-2019 policy plan for Sport, the Flemish Minister of sport launched a target "to support the opportunities of low skilled people by building skills and attitudes through sport". It encourages organisations to include sport as a valuable part of the WIJ! programmes provided by local job centres. In these cases, sport can be used as an attraction or a learning medium in the process of job searching and job coaching. A 3<sup>rd</sup> call for projects has recently been launched in 2017.

(<http://www.esf-vlaanderen.be/nl/oproepen/ontwerpversie-oproep-wij-3>).

#### ***Wallonia*** (information received by e-mail from 'Forem')

The public employment service in Wallonia ('Forem') and ESF provides specific support through the Youth Guarantee to support NEETs. Accesport (<http://www.accesport.org/home>) is a non-profit organisation linked to the CPAS (a public social organisation). It organises activities of pre-training and assistance leading to a process of training, search for employment or employment using sport as a tool for teamwork and taking responsibility. Specifically, it is a way to help NEETs, through sport, to learn to be on time and make contacts. Young people also receive frequent mentoring sessions.

#### ***Bulgaria*** (information provided by telephone by a policy representative)

The Bulgarian Sport Development Association Bulsport provides various programmes to support youth leadership and volunteering in sport. There is no knowledge about examples or supporting structures for sport and employability.

#### ***Denmark*** (information received by e-mail from policy representative)

According to information from the Danish Cultural Ministry, football is mainly used to support NEET-programmes in Denmark in cooperation with professional or local football clubs. The Danish football association has set up a project for unemployed graduates. This is done in cooperation with the municipality of Copenhagen, an unemployment fund (Akademikernes A-kasse), a labour union (Djøf) and a private company (Würtz Extemp).

Additionally, local football clubs have set up projects together with their local municipalities in order to get young people, refugees etc. in

employment (e.g. Aalborg with the football club Aab (2008); Brøndby with the football club Brøndby IF (2002-2008)).

**France** (*information received by e-mail from policy representative*)

In France, there are several projects involving sport to strengthen social and employability skills. Among them, some are dedicated to NEETs in particular.

The '**Citizens of sport**' program is a national public initiative for developing sport and harnessing the social benefit of sport to help citizens develop respect for one another and adopt a sense of community in their lives. The approach involves guaranteeing that sport plays a prominent role in citizenship education, as well as in employment, training and reintegration.

In its targets agreement signed with the Ministry of Sport, each federation has been asked to present a federal "Citizens of sport" plan. These plans must be two-pronged, focusing on:

- The transmission of civic values in the federal training strategy. This approach concerns the vocational training and continuing professional development of sport educators, coaches, elite athletes, officials, managers and other volunteers;
- An approach and targets for developing sport in deprived neighbourhoods where there are urban policy measures in place and in rural territories (especially for NEETs).

Additionally, the Ministry of Sport has drawn up a methodological guide for training leaders and qualifications managers: the "*Citizenship stakeholders guide in the sport and activity supervision sector*". This guide should help them to develop the skills of future sport educators and activity leaders and to best meet their needs in light of the key issues regarding citizenship.

The following organisations contributed to this guide: General Commission for Territorial Equality (CGET), National Centre for the Territorial Civil Service Branch (CNFPT), French National Sports and Olympic Committee (CNOSF), Committee for the National and International Relations of Youth and Outreach Associations (CNAJEP), National FRANCAS Federation, French Multi-Sport Federation (UFOLEP), National Union of Outdoor Sports Centres (UCPA) and the French Football Federation (FFF).

The '**Citizens of sport**' plan encompasses the following initiatives:

- The **SESAME initiative**, which ties in with the "jobs of the future" initiative set up prior to 2012. Its aim is to help the most underprivileged young people (NEETs) obtain qualifications and a job in sport and social and cultural activities. The SESAME program aimed at young people 16 to 25 year olds, who have social integration difficulties and/or professional and who live in "priority

zones" (in urban and rural areas). SESAME provides individualised learning paths. The program enables these youngsters to play a part in developing their own qualifications and/or pre-qualifications path (placement tests, specific refresher training, re-engagement course, etc.). The objective is to obtain a qualification (certificate or diploma). The SESAME initiative is coordinated by the State departments in charge of implementing youth and sport policies, particularly in close liaison with the 'Pôle emploi' (see below), 'missions locales', regional councils, accredited joint organisations for collecting vocational training funds (OPCAs) and networks of associations at regional level (Regional Sports and Olympic Committees, Regional Committee of Youth and Outreach Associations) and at department level (Department-level Sports and Olympic Committees, the Associations profession sport & leisure, etc.).

- The **Civic Service**. The Civic Service is an opportunity for young people aged between 16 and 25-year old – or up till 30 year-olds if they are disabled – to volunteer for a general interest mission in one of the nine priority intervention areas for the Nation: solidarity, health, education for all, culture and recreation, sport, environment, remembrance and citizenship, international development and humanitarian action, or emergency action in a critical situation. Social diversity is encouraged, so volunteers can come from any social, cultural or geographic background. The Civic Service Programme is covered by an agreement dedicated to Sport between the Ministry of Urban Affairs, Youth and Sport, the Civic Service Agency, the French National Sports and Olympic Committee (CNOSF) and the French Sports and Paralympic Committee. The CNOSF is tasked with supporting the roll-out of the Civic Service.

The Civic Service allows to promote citizen involvement in sport. There are two types of benefits inherent in the sport sector in this respect

- Health benefits, which enable programmes to be developed that advocate the practice of sport and exercise as a means of staying healthy, combating a sedentary lifestyle and leading a healthy lifestyle, and preventing the risks of illness.
- Social and solidarity benefits, in light of which sport is harnessed as a means of integration for all sections of society exposed to exclusion factors.

Additionally, **Pôle emploi**, the French public employment service, has implemented partnerships with stakeholders from the football sector. In 2016, Pôle emploi has signed a national framework agreement with the French Football Association (FFF) called 'Emploi Insertion EURO 2016' on the occasion of the European football championship in 2016. This partnership has led to several actions and projects:

- '*One goal for employment*' initiative, related to transversal skills between football and employment. Appropriation of a European grid

of transferable skills and enhancement in the working environment through the delivery of a certificate to young people.

- '*Foot emploi*': games with mixed teams of employees and job seekers in order to make them meet in a non-formal environment.
- '*Championship for employment*': job fairs where football license-holder job seekers far from the labour market can meet employers in their area.

Pôle emploi agents acquire knowledge on skills related to volunteers and referee duties, through a job description that identifies key skills of each position within an association and through the promotion of a skills guide for referees, designed with the University of Clermont-Ferrand. Additionally, Pôle emploi has also developed other projects involving stakeholders from the football sector. An example is '*Supporters dans l'emploi*' implemented in 2013, which is a partnership with voluntary professional clubs that aims to support their societal initiatives. It led to the organisation of events promoting employment on their territories. Pôle emploi has also lots of local partnerships involving sport as a way to reach NEETs or to help them develop soft skills.

Furthermore, outside these projects directly involving the French PES, there are other stakeholders who work on social and professional integration of young people through sport. Most of them belong to non-profit sector and operate on local level. However, here are some of the major stakeholders that operate in that field:

- The '*Agence pour l'éducation par le sport - Adels*' (Agency for education through sport) is the biggest French network of stakeholders and initiatives using sport to educate and integrate young people into the labour market. The structure aims to detect, support and disseminate good practices of education through sport. Since its creation 20 years ago, it has supported more than 6500 initiatives. The agency has several partnerships, including French and European public institutions, as well as private actors. ([www.educationparlesport.com](http://www.educationparlesport.com)).
- The '*Sport, Education, Mixités, Citoyenneté*' within the Ministry of Youth and Sports. This public organisation promotes values, ethics, social integration and civic education through sport. It has two specific missions: i) to publish and to disseminate reports and documents; ii) to support innovative actions which promote values, ethics, and social integration for young people. Even if their scope of action is larger than that, they support many activities involving social and professional integration through sport.
- The '*Institut de ressources en Psychologie du Sport*' has developed a programme to integrate young people through sport which targets NEETs. This is a three-step programme where young people have collective and individual support and can create a professional project. Sport is used as a way to stimulate social and soft skills along the program. The programme is funded by several bodies, including the European Social Fund.

**Germany** (*information received by e-mail from policy representative*)

In Germany, federal social law is an area of public law that requires the government to provide support and benefits to the population, thereby fostering social welfare, justice, and equality. The social law or *Sozialgesetzbuch* (SGB) provides various laws for the integration and activation of vulnerable people.

The activation and integration measure (§ 45 SGB III) supports health demands of individuals and the support provided by support agencies and job centres. In particular, they can promote activities in the field of the social security guarantee, which are aimed to obtain, improve or recover the ability to work. Within the scope of activation and integration measures, they support activities in the area of stress management, physical activity, healthy diet, dealing with the own consumer behaviour, dealing with themselves (self-management). It is as well possible to combine the offers of the Employment Agencies with the offers of the health insurance.

The same law includes special measures for activating young people including information about the basic knowledge of healthy lifestyles. The aim is to transfer knowhow about the conditions for a healthy lifestyle, mainly given through practical use. The interaction between psychical and physical health and the social and professional integration should be clarified. According to this law, an offer of a regular sport-/movement programme, which is aligned with the interests of the participants should be provided.

In spite of a very broad range of services in the social law, there exists a group of young people that is at least temporarily not reached by the support of the social service systems. Additional assistance and support services that go beyond the existing standard programme as indicated in the law books SGB II/SGB III and build on measures of the SGB VIII are being funded. § 16 h SGB II allows to support services that address addiction problems, lack of own accommodation, lack of basic skills, health-related constraints, conflicts within the family, etc. Physical activities like sport might also contribute to the mental and physical health of these young people in this context.

Additionally, there are some regional projects suggested by the policy representative. Not all organisations are still operational.

- *'Jugend Stärken im Quartier'*. This is an ESF-programme in Bayern. English training courses are combined with American football training sessions.
- *'Winterkick'*: a football programme for refugees.
- *'Work & Box Company'* in Munich. A programme for criminal and potentially violent male adolescents between 16 and 21 in order to reintegrate in society and the labour market. The programme makes use of boxing training, external workshops and intensive social education and mentoring.
- *'Integration durch Sport'* (Rheinland-Pfalz). A refugee programme



that uses sport as a medium for social integration and as a first step for professional integration. The aims of the programme are to sensitize the sport clubs and associations to include refugees, to promote leisure activities in sport clubs, integrate vulnerable target groups in interactive sport activities and support vulnerable groups in voluntary work.

- 'Fit for die Zukunft' a sport and integration programme in Saarland
- A two-week training camp for unemployed youth between 17 and 27 by Jobcentre Unna in Nordrhein-Westfalen. The aim of the programme is to increase the self-confidence and social skills of participants by sport activities.

**Hungary** (*information collected through interviews with programme providers*)

For the moment, there is no specific financial support for sport and employability provided by different governments, except from the city of Budapest. Financial support from government is provided to a centralised NGO cooperation fund which supports many NGOs. Most resources come from professional football and UEFA as these are strong partners to develop sport for development in Hungary.

**The Netherlands** (*information received by e-mail from policy representative*)

Between 2012 and 2014, the Dutch government had appointed an ambassador responsible for youth unemployment. She had to put youth unemployment on the agenda of local governments, education, employers and sport as well. She has been in negotiation with Dutch Olympic Committee (NOC\*NSF), the umbrella sport organisation and representatives of sport clubs to discuss the role of sport.

Since 2014, youth unemployment policy has focused on specific groups in the youth unemployment figures: young people receiving financial benefits, non-western immigrants and young people without a formal qualification level HBO 2 or higher. This last group is also represented in the NEET target group. The Ministry of Social Affairs and Work defines the following group as a target group: young people under 27 without formal qualification, not participating in education or training and not receiving any financial benefits.

Local governments are responsible to support young people dropping out of school until the age of 23. An RMC, a regional report and coordination centre for youth unemployment, should redirect these young people back towards education by engaging a discussion between the educational institute, the individual and his or her parents. If reintegration in education is impossible, the individual will be redirected towards the work and income department of the local council.

Still, there is a group of young people who are not supported or mediated

towards work by the local council. The government therefore supports local council outreaching towards these vulnerable groups by using informal organisations, like religious organisation, community centres, fitness centres and sport clubs. Currently, there is a pilot project including 7 councils using these organisations to activate young NEETs (<https://www.aanpakjeugdwerkloosheid.nl/actueel/nieuws/2016/09/06/9-gemeenten-doen-mee-aan-pilot-sociale-kaart>). In these cases, sport clubs and sport organisations connect young people to local employment services.

In 2014, the Dutch institute for Sport and Physical Activity (NISB or currently kenniscentrumsport.nl) published a brochure '*Sport beweegt naar werk*' including 8 examples of local cooperations between sport clubs, local employment services and the labour market to strengthen employability of local inhabitants (not specifically members of the sport club).

**United Kingdom** (*information collected through interviews from the cases included in this study*)

Support streams are provided by various governments:

- Government support from the Department for Work and Pensions: financial support to improve the mental and physical wellbeing of some of the hardest-to-help claimants, across a spectrum of all benefits, in partnership with the local Job Centre team.
- Government support from the County Councils: funding to help people to maintain independence in later life, reduce social isolation and loneliness, and bring people together to strengthen communities.
- Government support from the District / Borough Councils: financial support as part of local health and wellbeing strategies, and local economic strategies to tackle the skills shortage.

Additionally, respondents of the case study analysis mentioned the difference between support structures in England and Scotland. In Scotland, there is a centralised approach to tackling youth unemployment. This sees organisations generating income on a payment by results basis for successfully engaging participants, achieving qualifications with them and progressing them into a Hard Outcome. In England, financial support is more fragmented. Most contracts are payment based on the achievement of qualifications (often functional Maths and English) and many require the completion of a 100-hour work placement. In England, there are limited opportunities to be paid for progressing a young person into an outcome.

## **Annex 7. An overview of organisations consulted during the study**

### **Organisations consulted during the mapping stage:**

AEGEE	European Students' Forum
CEDEFOP	European Centre for Development of Vocational Training
DARE	Democracy and Human Rights Education in Europe
EADTU	European Association of Distance Teaching Universities
EAEA	European Association for the Education of Adults
EAPRIL	European Association for Practitioner Research on Improving Learning
EARLALL	European Association of Regional and Local Authorities For Lifelong Learning
ECNAIS	European Council of National Association Of Independent Schools
ECSWE	European Council For Steiner Waldrof Education
EDEN	European Distance and E-learning Network
EEE-YFU	European Educational Exchanges - Youth for Understanding
EFEC	European Federation for Education and Culture
EFFE	European Forum For Freedom in Education
EFIL	European Federation for Intercultural Learning
EfVET	European Forum of Technical and Vocational Education and Training
EOSE	European Observatoire for Sport and Employment
EPA	European Parents Association
ESDRM	Rio Maior School of Sport
ESHA	European School Heads Association
ESN	Erasmus Students Network
ESU	European Students Union
EUCA	European University College Association
EUCEN	European University Continuing Education Network
EUNET	European Network For Education and Training
EURASHE	European Association of Institutions in Higher Education
	European University Foundation
	Fachhochschule für Sport und Management
FEDEC	European Federation of Professional Circus Schools
FEECA	European Federation For Catholic Adult Education
FICEMEA	International Federation of Training Centres for the Promotion of New Education
FREREF	Foundation of European Regions for Research in Education and Training

## GAREF SPORT

German Federal Employment Agency

Hungarian University of Physical Education

IAEC International Association of Educating Cities

ICC The International Language Association

IDAN Danish Institute of Sport Studies

IHRSA International Health, Racquet & Sportsclub Association

Institute for Youth Culture Exchange

Institute of Sport - National Research centre

Institute of Technology Tralee

ISCA International Sport and Culture Association

Lifelong Learning Platform - European Civil Society for Education

LSPA Latvian Academy of Sport Education

Managers Sportivi Associati

Menon Network

MRU Mykolas Romeris University

OBESSU The Organisation Bureau of European School Student Unions

SIF Sport Institute of Finland Vierümäki

SkillsActive

SOLIDAR

Sportwerk Vlaanderen

TELECENTRE Europe

Universal Education Foundation

VDAB Antwerpen, Competentiecentrum Industrie

VOLONTEUROPE

WOS Werkgeversorganisatie Sport

YEU - Youth for Exchange and Understanding

## **Individuals consulted during the mapping stage:**

Advisors of European PES Affairs

Members of the Expert Group 'Human Resources Development in Sport'

Members of the Expert Group 'Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability'

NGO Youth Member Organisations from the European Youth Forum (Youthforum.org)

Participants of the 2016 EOSE Mid Term Seminar, Brussels (Belgium), 15-16 June 2016

The list of Youth Guarantee coordinators (March 2016)

## **Sport and employability organisations consulted during the mapping stage:**

Access sport

Active Aid

Albion in the community

Balon Mundial

Bewegen naar werk

Box & las project Antwerp

CAIS

De Harde Leerschool

Football Friends

Fryshuset

INSER Sport

KICKFAIR

KomBack

Life Goals Foundation

Move yourself, make it happen

Oltalom Sport Association

Rheinflanke

Sport 4 Life

Sport Against Racism Ireland

Sport dans la ville

Sportnetwerk(t)

Start Again

Start2

Street League

Tigers Sport & Education Trust

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YouthPower

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