

TEAM UP TOOLKIT!

INCREASING YOUTH EMPLOYABILITY THROUGH
FOOTBALL-BASED PROGRAMMES



With the support of the Erasmus+ programme of the European Union

Key Action

Cooperation for innovation and the exchange of good practices

Action and field of impact

Strategic Partnerships for youth

The “Team Up Toolkit” has been developed by

Albion in the Community, Associação CAIS, Oltalom Sport Association, Red Deporte, RheinFlanke gGmbH, Sport 4 Life UK, Sport Against Racism Ireland, Sport dans la Ville and streetfootballworld.

Published by

streetfootballworld gGmbH
Waldenserstr.2-4
10551 Berlin, Germany

Phone: +49 (0) 30 7800 6240
www.streetfootballworld.org

Compiled and written by

James Clark-Forrest
Elvira González-Vallés

With the support of

Claire Ruffin (Sport dans la Ville), Mark Slide (Albion in the Community), Arne Dreyer (Rheinflanke), Joana Pinto (CAIS), Anna Balogi (Oltalom Sportegyesulet), Ken McCue and Lassane Ouedraodo (SARI), Saad Mohammed (Sport 4 Life UK), Carlos de Cárcer (Red Deporte), Catherine Daraspe (streetfootballworld)

Design

streetfootballworld gGmbH

TEAM UP TOOLKIT!

INCREASING YOUTH EMPLOYABILITY THROUGH FOOTBALL-BASED PROGRAMMES

Imprint

This work is licensed under the Creative Commons Attribution-Non-commercial-Share Alike 4.0 International License. To view a copy of this license, visit: www.creativecommons.org/licenses/by-nc-sa/4.0/

Attribution — you must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

Non-commercial — you may not use this work for commercial purposes.

Share alike — if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.



Foreword

We often blame “the system” if things don’t work out. Indeed, governmental and municipal institutions are often an important factor contributing to the lack of quality and perspective in various spheres of our lives. Surrendering to this situation is one option, fighting for social change another. The question we need to answer in such situations is: if not us, who?

The life cycle consists of various stages, one of the most important ones being the step from compulsory schooling into further education or training and, ultimately, the job market. While in most systems education is guaranteed, the attempt to secure a job often becomes an endless spiral of failure. Again, there are two ways to approach this challenge – to surrender or to fight. But fighting alone is not enough. Therefore, we have teamed up with well-versed local organisations from eight European countries to support you.

With youth employability defined as one of the key focus areas of the European Union, combined with the knowledge about the wealth of experience and expertise among our network members, our objective at the beginning of this project was to collect and connect this know-how and create a tangible instrument that will contribute to social progress in communities across Europe. With the game of football at its core, this tool will hopefully become a comprehensive element in the work of local NGOs and an amplifier in the lives of young people.

I kindly invite you to explore the various opportunities football offers to empower young people in their struggle for a life in dignity. Let us jointly continue to change the world through football. If not us, who?

Dr. Vladimir Borković
Network Director, streetfootballworld

TABLE OF CONTENTS

| | |
|--|-----|
| CHAPTER 1: CREATING A TOOLKIT | 7 |
| 1.1 What’s the problem? | 8 |
| 1.2 Who is the toolkit for? | 9 |
| 1.3 How to use the toolkit | 9 |
| CHAPTER 2: PROJECT PARTNERS | 11 |
| 2.1 Summary..... | 12 |
| 2.2 Organisation profiles | 13 |
| THE STORY OF ELIEL, SPORT DANS LA VILLE | 22 |
| CHAPTER 3: A COMMON FRAMEWORK FOR FOOTBALL-BASED EMPLOYABILITY PROGRAMMES | 25 |
| 3.1 About the Common Outcomes Pathway | 27 |
| 3.2 Common Outcomes Pathway | 28 |
| THE STORY OF MICHAEL, ALBION IN THE COMMUNITY | 30 |
| CHAPTER 4: DEFINING EMPLOYABILITY | 33 |
| 4.1 What is employability? | 34 |
| 4.2 Employability activities | 35 |
| THE STORY OF KELLY, SPORT 4 LIFE UK | 36 |
| CHAPTER 5: FOOTBALL-BASED EMPLOYABILITY PROGRAMMES | 39 |
| 5.1 Football as a tool for good | 40 |
| 5.2 Football-based employability programmes | 42 |
| 5.3 Football-based outcomes | 44 |
| 5.4 Case studies | 47 |
| THE STORY OF ANNA, OLTALOM | 54 |
| CHAPTER 6: WORKING WITH NEET YOUNG PEOPLE | 57 |
| 6.1 Best practice guidance for working with NEET young people..... | 58 |
| 6.2 Challenges and solutions | 62 |
| 6.3 Case studies..... | 65 |
| 6.4 Human resources..... | 68 |
| THE STORY OF VÍTOR, CAIS | 72 |
| CHAPTER 7: COMMON OUTCOME AREAS & BEST PRACTICES | 75 |
| Common Outcomes areas | 76 |
| Best practices: Soft skills | 80 |
| Best practices: Job seeking skills..... | 106 |
| Best practices: Hard skills | 118 |
| Best practices: Entrepreneurial skills..... | 132 |
| THE STORY OF ABDULLA, RHEINFLANKE | 142 |
| CHAPTER 8: MEASURING IMPACT | 145 |
| 8.1 About impact measurement | 146 |
| 8.2 M&E of football-based employability programmes | 147 |
| 8.3. Case Study: Sport 4 Life UK..... | 154 |
| THE STORY OF AZEEZ, SARI | 156 |
| GLOSSARY | 158 |
| ACRONYMS | 169 |



CHAPTER 1 CREATING A TOOLKIT

- 1.1 WHAT'S THE PROBLEM?
- 1.2 WHO IS THE TOOLKIT FOR?
- 1.3 HOW TO USE THE TOOLKIT

1.1 WHAT'S THE PROBLEM

Youth unemployment is a massive issue in Europe. It is a hot political topic and an important policy priority. The statistics (May 2017) show why:

- 3.4 million young people are unemployed in the EU
- Youth unemployment is 16.9% - almost double the adult unemployment figure of 9.3%
- In Greece youth unemployment is 46.6%
- In Spain youth unemployment is 38.6%

Youth unemployment in the EU peaked in 2013 at 23.9%, after several years of financial downturn following the economic crisis of 2008. Young people were severely hit by this global financial crisis because job vacancy numbers plummeted, competition for jobs became fierce, and those at the bottom of the ladder (e.g. young people with no work experience and few or no qualifications) were excluded from the labour market.

Things are getting better. Since 2013 the figures have improved – but youth unemployment remains a very important issue. Tackling youth unemployment is on the agenda of governments, policymakers, NGOs and the community sector – and a wide variety of strategies, initiatives and activities are being used.

OUR SOLUTION

To address these challenges, streetfootballworld joined forces with community organisations throughout the continent to launch the Team Up! Increasing youth employability through football-based programmes – a pan-European project, supported by ERAMUS+ in the framework of Strategic Partnerships for Youth. The project targets youth workers, teachers and NGOs working with young Europeans who are NEET and equips them with the skills they need to build new paths towards a sustainable livelihood. Through a combination of non-formal education, sport-based youth work and employability training, the programme offers an innovative approach to Europe's most pressing social challenge.

The primary focus of Team Up! has been the development of a shared toolkit of best practices to increase youth employability through football-based programmes. Team Up! is being developed jointly by eight network member organisations: Sport dans la Ville (France), Albion in the Community (UK), Sport 4 Life UK (UK), Sport Against Racism Ireland (Ireland), Oltalom Sports Association (Hungary), CAIS (Portugal), RheinFlanke (Germany) and Red Deporte (Spain).

Furthermore, Team Up! has provided the opportunity to share knowledge and best practice between partner organisations in order to increase their expertise in the field, improve their programmes and extend their impact. Throughout the funding period, members of Team Up! have met in Germany, France, the UK, Hungary and Ireland, in order to develop the toolkit and better understand the programmes and activities of all of the partner organisations.

NOTE: Many of these unemployed young people are classified as NEETs (not in employment, education or training) because, as well as not having a job, they are also not engaged in education or training

NOTE: Youth unemployment can quickly become cyclical – a culture of disillusionment and absence of opportunity is passed on by young people to their own children, thus repeating a dangerous cycle

1.2 WHO IS THE TOOLKIT FOR?

The toolkit has been designed for three distinct types of organisations:

1. football or sports organisations that want to start delivering employability activities
2. employability organisations that want to start delivering football activities as an engagement tool
3. organisations that deliver neither football activities nor employability activities but want to launch a football-based employability programme

The way you use the toolkit will vary significantly depending on which type of organisation you are. For example, chapter five on the role of football will be less relevant to existing football organisations that already understand much of the content, while chapter four on employability will be less useful to experienced employability organisations. It is our hope, however, that the whole of the toolkit will provide useful, practical advice and guidance to all three types of organisation.

1.3 HOW TO USE THE TOOLKIT

As outlined in the table of contents, the toolkit consists of eight chapters – introduction, project partners, framework, defining employability, the role of football, working with NEETs, common outcome areas and measuring impact – followed by an annex with a glossary and acronyms. These chapters have been designed to provide a comprehensive overview of the field of football-based employability programmes, and have been ordered to provide a logical flow and narrative for the reader. Wherever possible, case studies have been included in each chapter to provide practical, real-life advice.

- read the whole toolkit from start to finish as an intense and detailed learning process
- read any chapter at any time – each chapter is self-contained, meaning you can dip in and out of the toolkit to suit your needs
- select a particular Team Up member you want to learn more about and read their case studies



CHAPTER 2 PROJECT PARTNERS

2.1 SUMMARY

2.2 ORGANISATION PROFILES

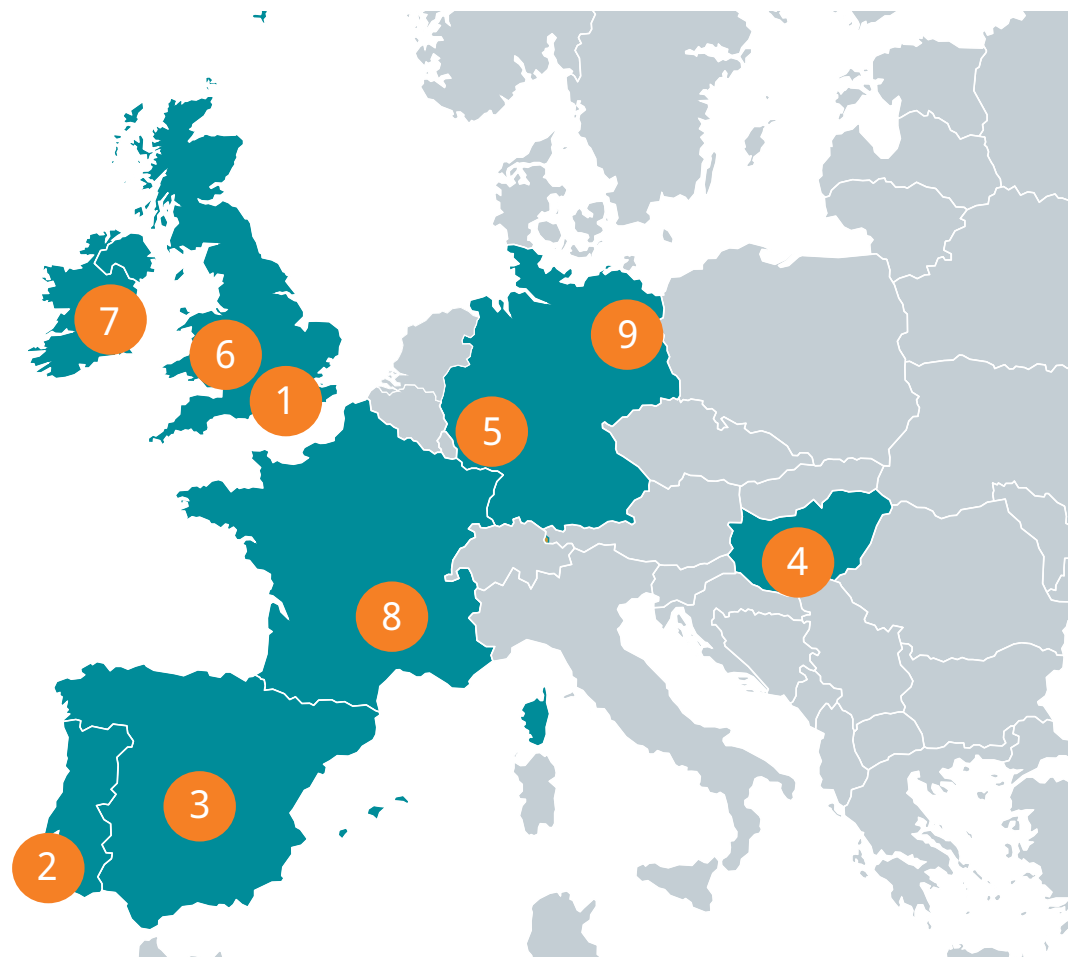
2.1 SUMMARY

Eight organisations from across Europe, which specialise in football-based employability programmes, have been involved in creating this toolkit, under the leadership and coordination of streetfootballworld.

1. **Albion in the Community**, England
2. **Associação CAIS (CAIS)**, Portugal
3. **Red Deporte**, Spain
4. **Oltalom Sportegyesulet (Oltalom)**, Hungary
5. **RheinFlanke gGmbH (RheinFlanke)**, Germany
6. **Sport 4 Life UK**, England
7. **Sport Against Racism Ireland (SARI)**, Ireland
8. **Sport dans la Ville**, France
9. **streetfootballworld**, Germany

The names in brackets, where applicable, will be used throughout the rest of this toolkit. Collectively these organisations are referred to in this toolkit as the “Team Up members”.

Full profiles of each organisation are included in 2.2 below.



NOTE: Some of the Team Up members focus predominantly on delivering football-based employability programmes for NEET young people; others are large, diverse organisations with a multitude of different services (e.g. social services, homeless shelters etc) and their football-based employability programme is just one programme of many

2.2 ORGANISATION PROFILES

ALBION IN THE COMMUNITY

Albion in the Community is the official charity of Brighton & Hove Albion Football Club, a professional football club in Brighton, England. It uses the power of football to deliver projects focused on health, education, employability, disability and social inclusion, all underpinned by the organisation’s core themes – increasing participation, creating opportunities, tackling inequalities and improving health. Albion in the Community, which has been established for more than 25 years, is a registered charity with a turnover of over £3 million. It employs 65 core staff and over 140 casual coaches.

Albion in the Community describes its core objectives as to:

- **Inspire people to be active:** Inspire and motivate young people and their families to be physically active and to lead healthy lifestyles.
- **Increase participation:** Provide opportunities for young people to play football whatever their ability or background.
- **Raise aspirations:** Work with our local community, particularly those that are disadvantaged, to help raise aspirations and improve life chances.

Albion in the Community delivers its activities and programmes in the county of Sussex in South England, working with vulnerable and deprived communities, inactive adults and children, people with disabilities (physical and mental health issues), NEETS, young people, schools, and others. Some of Albion in the Community’s key programmes include:

- **Albion Goals:** through weekly football sessions, Albion Goals uses football as a positive activity to engage and inspire unemployed adults and young people into training, qualifications and work while helping them overcome social isolation and improve their resilience. The projects include a wide range of workshops covering issues such as mental wellbeing and a focus on building support networks within the group.
- **NEET intervention:** is a re-engagement programme for 16-18-year-olds who are not in education, employment or training. It is designed to improve learners’ communication skills, self-esteem and confidence, employability skills, functional skills, CV writing and identify volunteering opportunities.
- **Vocational qualifications:** working to support people to improve their lives and meet their potential using the power of sport as a tool for learning. Albion in the Community provides beneficiaries aged 19+ with tailored qualifications which will provide greater knowledge and understanding of educational opportunities.
- **Get Ready to Work:** a programme that supports local unemployed people by helping them develop new skills and offering training opportunities that help them into work or apprenticeships.



CAIS

CAIS is a charity, an IPSS (Private Institution for Social Solidarity), that was founded in May 1994. It exists to support people suffering from extreme poverty and social exclusion, particularly the homeless, to regain independence and control of their lives. CAIS has centres in Lisbon and Porto and works across Portugal.

Two of the main programmes delivered by CAIS are:

- Futebol de Rua – a nationwide street football programme for deprived young people mostly aged 15-26, including NEETs. Regular sessions, which are delivered across Portugal in partnership with local NGOs and community organisations, use football as a development tool and support young people to improve their soft skills. Workshops, tournaments, festivals, events and participation in The Homeless World Cup are also part of the programme. Futebol de Rua has been delivered since 2004. At present seven CAIS staff and about 400 staff members from other non-profit organisations work on CAIS football-based programmes, with support from over 100 volunteers.
- Empowerment, employability and work-orientated programmes – these programmes consist of a variety of activities, including personal and life skills training, cultural and sports activities (e.g. arts and crafts, theatre and ‘street journalism’), educational classes (e.g. IT and managing money), language classes for non-Portuguese speakers, formal qualifications, one-to-one mentoring and psychological counselling. These activities, which usually take place weekly from September to June, are delivered by both CAIS staff and volunteers. CAIS also offers employment and work experience opportunities to homeless young people through a number of social enterprises it has set up. One social enterprise is the CAIS Street Magazine. These magazines are usually sold on the streets by homeless people, thus providing them with a legitimate source of both income and self-respect and dissuading them from theft or petty crime. The ultimate goal of this scheme is, after a period of selling the magazine for 12 to 24 months, to integrate the vendors into the labour market and to support them to find a more stable livelihood. Another social enterprise is CAIS Recycling Atelier, which recycles industrial residues and waste in the city of Oporto, and offers employment to homeless young people.

CAIS says “extreme poverty” is the main issue it aims to tackle, as well as the barriers preventing the homeless re-entering the job market. The organisation believes that “access to human rights is the key to promoting and protecting the autonomy of those people who have been marginalised from active participation in Portuguese society”. All of its programmes aim to empower people in extreme poverty to regain social and professional skills and to re-integrate into society. The social enterprises aim to provide vulnerable individuals with a “protected work environment” that guarantees them an income and gives them a sense of dignity.

RED DEPORTE

Red Deporte is a non-profit organisation based in Spain, that delivers programmes across 20 countries worldwide including Spain, Africa, Latin America and Central America. Founded in 1999, Red Deporte delivers a wide range of programmes that use sport as a tool to promote education, health, integration and employability. It also runs activities in schools and sports clubs that promote the integration of immigrants. Red Deporte predominantly works with young people, both male and female, aged 14 to 20, who are NEET or from underprivileged families and communities. Red Deporte works with professional staff and a large team of volunteers.

Red Deporte uses sport, particularly football by popular demand, in all of its activities. This is true both in Spain, where programmes are primarily aimed at immigrant integration, and in developing countries, where projects are delivered in collaboration with existing local partners and implementers.

Red Deporte’s football activities include regular football matches, Football for Integration tournaments and themed tournaments focusing on issues such as anti-discrimination. Tournament events can last anywhere from a weekend to two months. Regardless of their duration, all tournaments share the concept of integration and promote improved relations between immigrants and locals, with an emphasis on gender equality.

The organisation also uses a “sport+1” structure, meaning football sessions are combined with activities that foster young people’s development around topics such as health, employability, education, community leadership and good governance. Participants are also provided with non-formal education on peace-building, conflict resolution and gender equality. The input and opinions of youth are crucial to every project, enabling participants to take ownership of their activities.

OLTALOM

NOTE: In the rest of the toolkit, the name 'Oltalom' refers specifically to the Oltalom Sport Association, not the Oltalom Charity

Oltalom Sport Association was founded in 2005, partly by staff members of Oltalom Charity, a separate NGO established in 1989 in Budapest to support vulnerable and socially excluded people in Hungary. The sports programme was introduced in 2005, with the aim of providing opportunities for disadvantaged youths, NEETs, homeless people, refugees and minorities to participate in sports and social activities. Oltalom Sport Association's activities, which include regular football sessions, are designed to improve the health of participants, promote understanding, and reduce crime in some of Hungary's most dangerous districts. Oltalom Sport Association has a small permanent team of staff, supported by a large network of volunteers.

Oltalom delivers a regular, weekly timetable of football activities for young people of different ages and genders, alongside which "wraparound" employability services including one-to-one job coaching and an English language club are provided simultaneously. A young person will first engage with Oltalom by participating in the football sessions. Social workers attend all of the football sessions and are on-hand to chat with and support the young people, providing one-to-one advice and guidance. The work of the social workers supports NEET young people to re-engage with employment, education or training. Participants can also be referred to services offered by partner organisations, such as health care, accommodation, financial aid, legal support and access to employment.

Oltalom also has expertise in delivering and participating in football tournaments. It regularly takes teams to play in international tournaments, such as the Fair Play Cups and Championships in Hungary, Street Football Cup in Wroclaw and the Border Cup in Serbia, and also organises its own football3 tournaments.

Oltalom describes its objectives as to "bring people together and help create valuable contacts and friendships". Its primary aim is the integration of those living on the periphery of society— such as the homeless, adults who used to be in state care, young people in state care or ex-offenders - back into society. Oltalom believes football can provide participants with a sense of belonging, a healthy attitude to life, self-respect, and an enjoyable, social activity – in combination these benefits can be life-changing.

RHEINFLANKE

Founded in Cologne in 2006, RheinFlanke is a German non-profit organisation active across nine locations in Germany. Its main purpose is to support young people with employment problems, allowing them to develop working skills and connect with local entrepreneurs and employers. As a means of building trust and enhancing engagement, RheinFlanke encourages young people to participate in a variety of sports initiatives, including football, basketball and boxing. Alongside these sports activities, RheinFlanke offers one-to-one mentoring, job coaching, language classes, volunteering and internships to young people. RheinFlanke currently has a team of more than 70 staff and reaches more than 3,000 young people every week.

RheinFlanke has many years of experience in using the social potential of football to provide positive employability outcomes. The organisation's work is based on holistic integration approach with three dimensions that build on each other: PLAY – CONNECT – WORK. The concepts' foundation is PLAY: Ever since, RheinFlanke has been using sport and football in particular as a tool to engage young people and to promote social competencies. The next step is to CONNECT young people with institutions, organisations, clubs and other players in their environment in order to enable them to live a self-determined life. With regard to a sustainable social participation RheinFlanke then supports people to find WORK and facilitates vocational orientation and qualification. Programmes that relate to youth employability and therefore incorporate all three dimensions include:

- **HOPE:** This integration programme for young refugees comprises all the way from the first contact to sustainable integration in society. Through sport activities at accommodation facilities or participation in RheinFlanke's football team, the young people get in touch with the organisation's integration pilots. Subsequently, a trustful foundation is built by means of regular sport and cultural activities. With this as a basis, the integration pilots accompany the youngsters whenever and wherever they need support. This support varies from language classes over help with formalities to social networking and finally leads to counselling with regards to finding an internship, a job and or possibilities of further education. This is how RheinFlanke facilitates a long-term perspective for their beneficiaries in Germany.
- **Jump Up:** Within a time period of four months the participants intensively work on two different levels: First, through sport activities social competencies are promoted which are equally relevant in day-to-day life as well as in a job. Second, there are further education classes and job coaching in order to enhance job-relevant fundamentals. In weekly company visits participants can get to know various professions, gain practical experience and establish important contacts.
- **SouveränPlus:** This programme is a sport-based training of social and mental competencies in schools, vocational trainings and job. Within the trainings certain experiences are purposely generated. Through comprehensive reflections after the sessions these experiences sustainably foster personal development. A modular concept ensures that the trainings always meet the participants' needs.

SPORT 4 LIFE UK

Sport 4 Life UK is a registered charity in the city of Birmingham, England. It exists to create a better future for unemployed and socially excluded young people aged 12-29 by improving their employability and key life skills, through its award-winning sports-themed personal development programmes. Set up in 2006 as a small community project, it is now the leading youth and sports charity in the city of Birmingham. It has a turnover of about £680,000 and employs 20 staff.

Sport 4 Life UK believes that no young person should be trapped by the circumstances of their birth. Its vision is to create a level playing field where every young person has the opportunity to create a better future for themselves. Its approach is to use the popular activity of sport initially as tool of engagement to make its programmes interactive, fun and appealing, thus enabling educational and development activities to be delivered effectively to young people for whom mainstream education is boring and disengaging. Sport is then used to support the delivery of programmes to improve a young person's employability and key life skills. These sports-themed personal development programmes support young people to:

Transform Life Skills

Teamwork
Motivation
Self-esteem
Behaviour
Communication

Improve Employability

Employability skills
Gain Qualifications
NEET to EET

Sport 4 Life UK delivers two main programmes:

- The TEEN Programme is a personal development programme for 12-16-year-olds who are at the margins of society and living in multiple deprivation. It is designed to prevent young people becoming NEET when leaving school. It is a proactive and strategic intervention, tackling the issue of youth unemployment at the source by transforming their life skills and improving their employability through gaining qualifications.
- The NEET Programme is an employability and personal development programme for 16-29-year-olds who are NEET and furthest away from the labour market. This year-long programme begins with an intensive 5-week programme (three full days per week), followed by up to 12 months of one-to-one support. It develops young people's employability and key life skills so they are ready for employment, as well as providing support for them to move into sustained employment, education, or training. It offers a variety of personal development activities including: training and qualifications, sports sessions, workshops, mock interviews, youth social action and one-to-one mentoring. This programme is designed to equip NEET young people with soft skills as well as technical skills such as CV writing, job interviewing, job searching and gaining accredited qualifications.

In the past year these two programmes engaged 641 young people. 94% of young people surveyed achieved at least one positive outcome. 99 participants in the TEEN programme gained qualifications while 151 did so in the NEETs programme. 70% of the 247 NEETs participating re-engaged with education, employment or training, with 67 achieving a sustained job outcome.

SARI

SARI is a volunteer-led social enterprise with charitable status in the Irish Republic. It is dedicated to the cultural integration and social inclusion of people through the medium of sport. It runs a broad range of sport coaching sessions, programmes, projects and tournaments, as well as employability workshops, one-to-one mentoring and volunteering opportunities. These activities engage vulnerable and at-risk young people and adults, including NEETs.

SARI was formed originally as Soccer Against Racism Ireland by community activists Frank Buckley and Ken McCue in 1997, in the European year against racism. Together with photographer Perry Ogden, they went on to form SARI. SARI's mission is to support cultural integration and social inclusion and to defend human rights at home and abroad by using sport as a medium to combat racism, sectarianism, homophobia and other forms of discrimination. Its main aims are:

- to provide sporting and cultural programmes, projects and events that bring together people from different traditions, ethnicities, religions and backgrounds
- to promote a positive attitude towards people from different ethnic, religious and cultural backgrounds
- to lobby government agencies and national sports bodies to adopt equality, integration and inclusion policies and practices
- to work with local sports clubs encouraging them to provide a level playing field for all people regardless of colour, religion or any other form of discrimination.

Using a combination of education, training and learning labs, SARI delivers a series of programmes and projects using sports and social capital to build capacity in the individual and the collective. In the football arena, these include:

- Soccernites Youth Leadership programme – this programme works with marginalised young people aged 14 to 18 in an out-of-school context using a blended learning process employing a combination of football skills development and learning labs on anti-discrimination, physical literacy, health and safety, human rights, career development, all supported by a mentoring programme.
- Count Us In education through sport programme – this programme works with education institutes, including further education and teachers in training, providing participants with learning on topics including anti-discrimination, anti-bullying, intercultural competence and digital learning skill modules.
- Hijabs and Hat-Tricks – a programme of regular football coaching sessions, linked to SARI's female inter-faith team Diverse City AFC, that breaks down barriers and encourages young Muslim girls and women to participate in football.
- Living Together Through Football - a partnership arrangement with Glentoran FC Academy in East Belfast designed to create shared space for young people from Roman Catholic, Protestant and Dissenter backgrounds. The programme provides technical support for football for peace and development projects in Kosovo and Nigeria.
- Socrates Football and Democracy Programme - a programme dedicated to using the medium of football as a tool for voter education and registration of people from migrant backgrounds to allow them to participate fully in the democratic process. The methodology was developed by the Brazilian footballer Socrates in association with Corinthians FC.

SPORT DANS LA VILLE

Sport dans la Ville was founded in 1998 with the goal of creating a sports activities programme that could be used to help underprivileged children living in France's most deprived neighbourhoods. Every week, Sport dans la Ville helps 4,000 underprivileged children across the country (Île-de-France, Rhône-Alpes) to achieve a better life and improve their future through an innovative sports and training program.

The organisation uses sports, primarily football, as a means to encourage young people to avoid anti-social behaviour, teaching them the importance of teamwork, leadership and social integration. Free coaching sessions are offered regularly across France, as well as special sports camps, matches, tournaments and events.

Once a foundation has been laid and football has been used to establish values such as respect and commitment, young participants are ready to progress into more formal job training within the Job dans la Ville programme, which offers employment training and mentoring to young people. This programme has been established because 45% of young people aged 16 to 25, who live in underprivileged French neighbourhoods, are unemployed. Sport dans la Ville also runs the Entrepreneurs dans la Ville programme, which supports young people to set up their own business.

These two programmes form a core part of Sport dans la Ville's work, as follows:

- Job dans la Ville – this programme exists to directly support young people including NEETs into training, education and employment. Participants benefit from: (i) individual support and training – coaches support young people to define their career goals; (ii) mentoring – corporate volunteers support young people to build their self-confidence and to better understand the world of work; (iii) professional experiences – young people have direct access to internships, seasonal jobs and permanent employment at businesses at home and abroad; (iv) professional group visits – young people have the opportunity to visit businesses and learn more about them; and (v) skill-building workshops – classes that help young people gain the skills they need to succeed in recruitment and employment.
- Entrepreneurs dans la Ville – this is a five-month entrepreneurship programme that supports disadvantaged young people to set up their own companies. Entry into the programme is competitive – prospective participants pitch their business ideas to Sport dans la Ville and the best 25 are selected. Each participant is given a free place at the prestigious EM Lyon Business School. They attend for two days a week over four months, benefitting from classes on marketing, commerce, finance and legislation. Additional workshops – including talks by successful entrepreneurs – are organised by Sport dans la Ville and at the end of the programme a celebratory ceremony is held. The three young people with the best business plans are given a monetary reward to help launch their companies, while all participants receive ongoing business mentoring for the next two years.

ELIEL, 23, FRANCE

SPORT DANS LA VILLE

Eliel had no qualifications and had been unemployed for five years, when he joined Sport dans la Ville. His self-esteem and self-confidence were low, he seemed a little lost in life, and he did not have a career plan ahead of him.

He initially participated in basketball sessions – a sport which he loved. On the basketball court he was a different person. He was motivated, serious, respectful, confident and determined to succeed when playing basketball. Sport dans la Ville’s coaches recognised this and encouraged Eliel to show this positivity and willpower in other aspects of his life. They convinced him to sign up to the Jobs dans la Ville programme.

Eliel attended numerous employability workshops and activities and began to develop his skills. His confidence improved and he gained new soft skills such as leadership, teamwork, reliability and punctuality. He also improved his job seeking skills, including CV writing, job interview techniques and self-presentation, and even signed up to complete a degree in supply chains, purchasing and logistics.

This programme enabled Eliel to find employment, after five years of being NEET. He gained a job at Sport dans la Ville, looking after the charity’s website and maintaining the football fields, and a job at sports retailer Decathlon advising customers and selling products. These successes have left Eliel feeling happier with increased self-esteem. He communicates more confidently, using a louder voice and displaying leadership qualities in everyday life. He is now more willing to pursue new opportunities, is more independent and is aiming high for the future because he believes in himself.

“THIS PROGRAMME ENABLED ELIEL TO FIND EMPLOYMENT, AFTER FIVE YEARS OF BEING NEET. HE GAINED A JOB AT SPORT DANS LA VILLE, LOOKING AFTER THE CHARITY’S WEBSITE AND MAINTAINING THE FOOTBALL FIELDS, AND A JOB AT SPORTS RETAILER DECATHLON ADVISING CUSTOMERS AND SELLING PRODUCTS.”



CHAPTER 3

A COMMON FRAMEWORK FOR FOOTBALL-BASED EMPLOYABILITY PROGRAMMES

3.1 ABOUT THE COMMON OUTCOMES PATHWAY

3.2 COMMON OUTCOMES PATHWAY

3.1 ABOUT THE COMMON OUTCOMES PATHWAY

The Common Outcomes Pathway flowchart has been developed by the Team Up members, after many hours of debate and discussion on the common goals of football-based employability programmes. The result is a framework into which every organisation's activities and programmes can fit. The diagram has been designed to be:

- a handy, easy-to-use overview of how football-based employability activities work
- a simple, visual representation of the journey a NEET young person engaged may take
- a summary of how a complex and varied mixture of activities and outcomes can collectively contribute towards improved employability in NEET young people

The different elements of the framework will be further presented and explained in-depth in the different chapters of the toolkit.

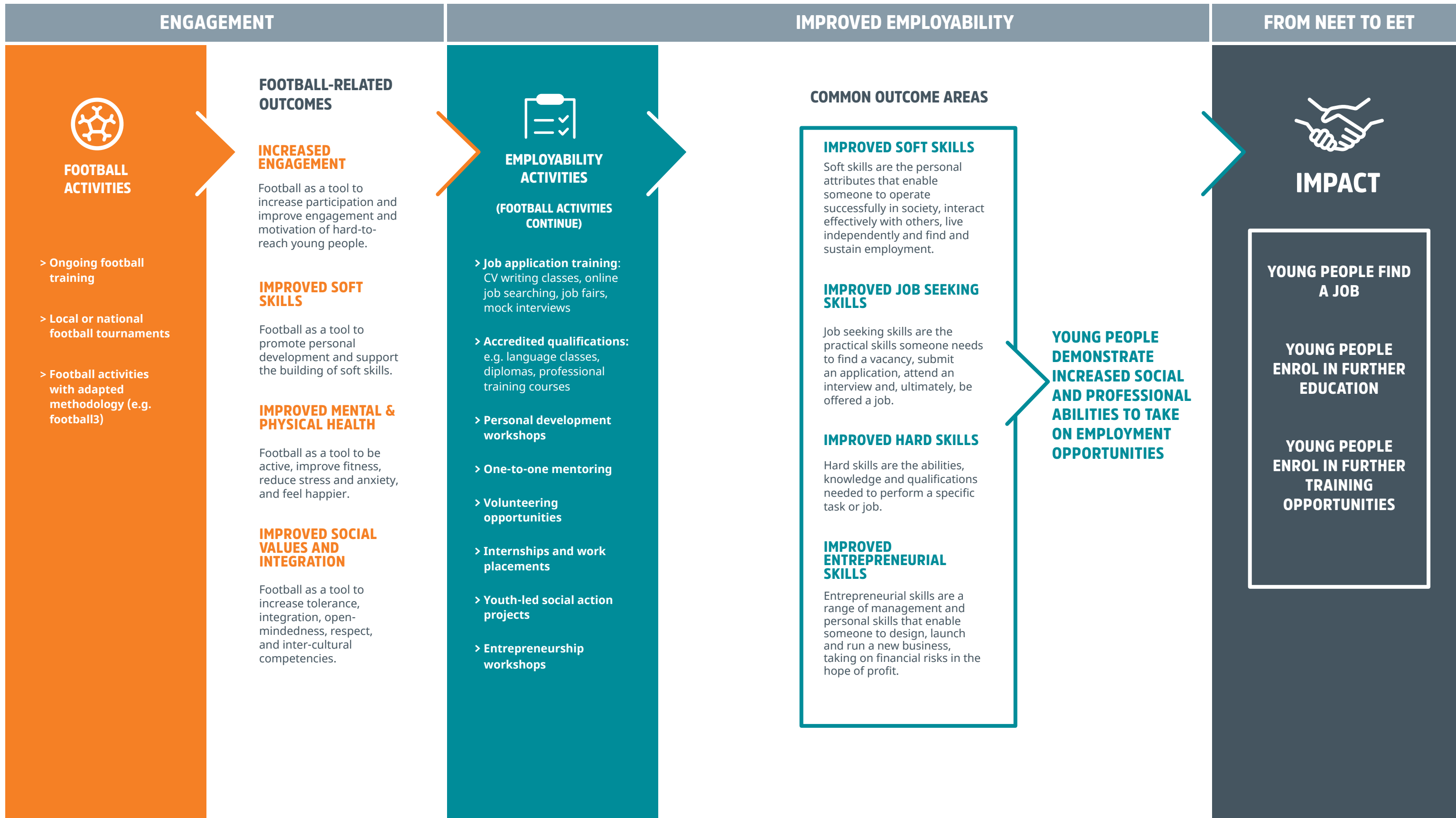
It is important to acknowledge that this framework provides a basic overview of the structure of football-based employability programmes and the journey of NEET participants. This does not mean that all the organisations implement the same activities or achieve the same impact. For example, as we will see in chapter 5, each organisation places a different emphasis on the use of football as a tool to engage participants, build soft skills, improve health, or improve social integration. Additionally, although all the organisations have jointly agreed on four main outcome areas (soft skills, job seeking skills, hard skills and entrepreneurial skills), not all of them are delivering programmes that place the same emphasis on each one of these areas.

The Team Up members believe that the Common Outcomes Pathway is a useful tool for readers of this toolkit. More details on the four outcome areas and in-depth case studies of each activity are also included in Chapter 7.



TASK: Think about how your organisation fits into the Common Outcomes Pathway and what journey your NEET young people take through the Common Outcomes Pathway – are there any gaps in your service or any improvements you could make?

3.2 COMMON OUTCOMES PATHWAY PARTICIPANT'S JOURNEY



MICHAEL, 20, UK

ALBION IN THE COMMUNITY

Michael was taken into care at the age of 10 because his mother was unable to care for him. As a teenager his behaviour became unruly and he left school without a clear career plan ahead of him.

He joined the Albion Goals programme and began to learn and develop. The football sessions helped to improve Michael's behaviour and increase his self-esteem, while the support of a mentor encouraged him to sign up for a variety of formal training courses. He successfully gained a Football Coaching Academy Level 1 Certificate at a respected local college, undertook a Level 1 and 2 Sports Leadership award with Albion Goals, and achieved a Level 1 Employability Skills certificate.

Michael also progressed from the Albion Goals football sessions to additional employability and personal development activities too. He learnt to move towards independent living by attending a Cook & Eat course, which teaches participants to cook basic, healthy, cheap and tasty meals. He also attended Albion in the Community's Get Ready to Work programme, which helped him with CV writing, searching for vacancies and job interview techniques. This ultimately helped him to gain his first job, working for a specialist cleaner of commercial catering facilities. He now travels across the UK with his job and has been in the post for several months.

Taking part in the Albion Goals programme and finding work has had a significant positive impact on Michael's life, as he explains below:

"I think a lot of people were starting to write me off because I never had a job. Albion Goals gave me an opportunity to get qualifications, but maybe, more importantly, the confidence to go for a job and to present myself in a positive way. I started to believe in myself more. Maybe because I grew up in care, I also got a bit trapped by the welfare system – I'm now completely independent and looking to push on to try new things."

"ALBION GOALS GAVE ME AN OPPORTUNITY TO GET QUALIFICATIONS, BUT MAYBE, MORE IMPORTANTLY, THE CONFIDENCE TO GO FOR A JOB AND TO PRESENT MYSELF IN A POSITIVE WAY."



CHAPTER 4 DEFINING EMPLOYABILITY

4.1 WHAT IS EMPLOYABILITY?

4.2 EMPLOYABILITY ACTIVITIES

4.1 WHAT IS EMPLOYABILITY?

Employability is a term used in many different contexts and ways – and therefore will mean different things to different people.

A simple, non-controversial definition is provided by the Cambridge Dictionary: “the skills and abilities that allow you to be employed”. Other academics and organisations expand on this foundation to provide more detailed definitions. A small sample include:

- “A combination of factors (such as job-specific skills, soft skills) which enable individuals to progress towards or enter into employment, stay in employment and progress during their careers” – European Quality Assurance in Vocational Education and Training.
- “A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations” – Peter Knight & Mantz Yorke.
- “A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy” – Confederation of British Industry.
- “Employability is about having the capability to gain initial employment, maintain employment and obtain new employment if required” – Erasmus+.

All of these definitions recognise that employability is a multi-faceted, complex concept, consisting of numerous different factors. Employability is not just about finding a job. It is not a badge you can gain and keep forever, and it is not all about university degrees or formal qualifications.

Instead employability is a holistic set of skills, attributes and knowledge that can be developed in a variety of settings. It is a unique combination of factors affected by an individual’s personality, background, education, socio-economic status, qualifications and mental well-being. Employability therefore is an ongoing, personal journey that varies significantly from person to person.

But employability can still be taught, in a sense, by delivering programmes and activities that support people to develop the building blocks – the attributes, skills and knowledge – that improve employability.

In 4.2 the Team Up members have identified the key employability activities they deliver and how these help to improve young people’s employability.

NOTE: A recent Study conducted by Vrije Universiteit on the Contribution of Sport to the Employability of Young People in the Context of the Europe 2020 Strategy – describes employability as a “complex” and “ambiguous” concept that is constantly evolving.

Shifts in the global job market, such as the emergence of new technologies, the increased need for 24/7, part-time and flexible working, and the decline of the job for life culture, are altering the type of employability skills young people need. The study consequently sees the term employability as a complex relationship between a set of individual attributes and the rather general needs of the labour market.

4.2 EMPLOYABILITY ACTIVITIES

The power of football to improve the lives of NEET young people is outlined in detail in chapter 5. But football can only take NEET young people so far. It can’t, for example, teach them how to write a top quality CV or train them to impress in a job interview. This is where specific, well-planned employability activities are required. Team Up members have identified several key types of employability activities they use to support young people, including:

- Training in job applications: CV writing classes, online job searching, job fairs, mock interviews
- Accredited qualifications: e.g. language classes, diplomas, professional training courses
- Personal development workshops
- One-to-one mentoring
- Volunteering opportunities
- Internships and work placements
- Youth-led social action projects
- Entrepreneurship workshops

Each of these activities are designed to directly improve NEET young people’s employability and, ultimately, to support them to find sustainable employment. The principle behind this approach is simple yet effective – if a NEET young person has gained new qualifications and relevant experience through volunteering and internships, developed a well-written CV, learnt a professional approach to interviews, and built up a good foundation of soft skills, they are obviously far more likely to be successful in interviews and find a job. And we know this strategy works. Albion in the Community, for example, helped 451 NEET young people to gain paid employment over the past two years, while Sport 4 Life UK supported 76 NEET young people with complex needs to find long-term work in the past year.

But how do you combine these employability activities with football activities into a coherent, successful programme? Find out in chapter 5.

NOTE: Some organisations deliver all of these activities, others deliver just a few – it is up to each organisation to decide what will work best for its participants



TASK: Carry out research into youth unemployment in your area, such as finding out how many young people are NEET broken down by different neighbourhoods, genders and ethnicities, and use this learning to plan your activities and programmes.

KELLY, 24, UK

SPORT 4 LIFE UK

“I felt like I wasn’t good enough. I hit rock bottom and didn’t know where to turn. My confidence and self-esteem were at an all-time low.”

This is how Kelly felt after losing her job. She had previously been out of work for years – and now she was back at square one. It was a terrible setback. Her prospects for the future looked bleak.

Kelly was at the point of giving up hope, until she heard about Sport 4 Life UK. She signed up to the football-based employability programme – and that decision proved life-changing.

The project challenged Kelly to get out of her comfort zone, try new activities and develop her soft skills. She participated in sports coaching sessions and helped organise a community social action project. But it wasn’t always easy.

“Initially I was very nervous and scared to talk to others. I was not a confident person and I wasn’t that into sport. But slowly the activities brought me out of my shell and encouraged me to communicate more. I began to feel like a different person. The staff motivated me and kept me going – and I was inspired to turn a negative into a positive.”

Employability workshops and mock interviews provided Kelly with practical support for finding a job, while mentoring from employers and project staff helped her develop a career plan.

And now Kelly’s life is well and truly back on track. She is studying hospitality at a local college and feels excited about a prosperous, successful future ahead.

“I feel incredibly proud of my achievements. I can do things now that I would not have dreamed of doing before. From a very bad, low place I now feel like the sky is the limit.”

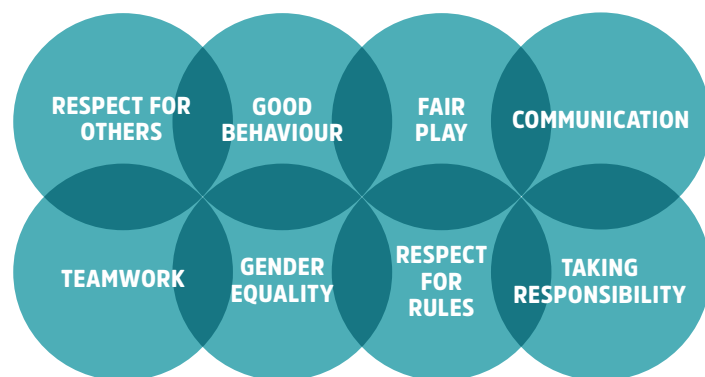
“**I FEEL INCREDIBLY PROUD OF MY ACHIEVEMENTS. I CAN DO THINGS NOW THAT I WOULD NOT HAVE DREAMED OF DOING BEFORE. FROM A VERY BAD, LOW PLACE I NOW FEEL LIKE THE SKY IS THE LIMIT.**”

5.1 FOOTBALL AS A TOOL FOR GOOD

All of the Team Up members use football as a tool to increase youth employability and support NEETs - but the methods they use to deliver football often vary. The following chapter explores the various ways that different organisations are using football within the framework of their employability programmes.

Football has a unique power to transform the world for good. It is the world's most popular sport, with hundreds of millions of players globally. It can unite people, break down barriers, inspire positive change and – crucially for this toolkit – be used as tool to improve youth employability.

But we have all seen enough red cards, on-pitch fights and hooliganism in the stands to know that football, in itself, is not necessarily a force for good. Football's unique power for good can only be unleashed if it is delivered in the correct way. The Team Up members recognise this. Consequently, they all use special methodologies to ensure their football sessions are coached in a positive, life-changing manner. These methodologies generally focus on the following key principles:



But how do you practically incorporate these values and principles into your football sessions? The Team Up members give their top tips below:

USE THE FOOTBALL3 METHODOLOGY

Oltalom uses the football3 methodology to deliver football activities in a positive way. Developed by streetfootballworld, football3 is a unique way of playing football-based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skills and competition. Named after its "three halves" – a pre-match discussion, football game and post-match discussion – football3 incorporates key life lessons into every match on topics such as behaviour, health and peace-building.

Oltalom's football3 sessions and Fair Play Football Roadshow tournaments use this structure: young people first decide on special rules for their game to tackle a relevant social issue, such as increasing female involvement in sport; they then play a small-sided, mixed gender match, agreeing on fouls, free kicks and goals between themselves; and finally reflect on their behaviour and respect for the rules during an open and honest group discussion.

INTEGRATE SOFT SKILLS INTO FOOTBALL ACTIVITIES

On top of its regular football sessions, Red Deporte often takes NEET young people on a special trip to play Footgolf – a combination of football and golf that involves kicking a football into a hole. The Footgolf sessions are specifically used to teach NEET young people soft skills. Each hole is given a different lesson – such as teamwork, communication and trusting others – and the coach leads discussions about this topic at the end of each hole. In this way important soft skills are integrated seamlessly into a fun and simple activity. See 7.1 for more details.

PROMOTE SOCIAL VALUES

SARI delivers a special football session designed to teach young people about the negative effects of discrimination. Before the game starts, two young people are selected as team captains and taken to one side. Unknown to the captains, the other young people are told to completely ignore their captains and never pass to them. The game is played, with the captains naturally feeling left out, confused and frustrated. A post-match group discussion is held, reflecting on how the young people felt and comparing this to real-life discrimination.

EMPLOY FOOTBALL COACHES AND VOLUNTEERS WHO ARE ROLE MODELS

In its Albion Goals programme, Albion in the Community specifically uses football coaches with a background in social inclusion, expertise in using football as a tool for good, and experience of working with disadvantaged young people with multiple needs. The majority of its Albion Goals coaches also tend to be older than 30, with a significant amount of "life experience", and it aims to recruit staff with personal attributes including positivity, approachability, confidence, motivation and excellent leadership skills. In this way Albion in the Community ensures its coaches are role models who young people can look up to, respect and learn vital soft skills from.

USE A CODE OF CONDUCT

Sport 4 Life UK uses a code of conduct, which is created by the young people at the beginning of each programme with support from the football coach. The code, which is designed to ensure young people are well-behaved, includes rules such as no swearing, no bullying, no alcohol or drugs, no fighting or arguing, always respect others, and shake hands after a match. If a young person breaks the rules, a member of staff will discuss this with them and explain what is expected – regular offenders may be banned from activities. Conversely, young people who abide by the rules positively may be recognised with special trips or rewards.

NOTE:
Learn more about football3 at www.football3.info

5.2 FOOTBALL-BASED EMPLOYABILITY PROGRAMMES

What is a football-based employability programme?

It is a programme that combines football and employability activities with the aim of helping NEET young people to improve their employability and find a job.

How to deliver a football-based employability programme

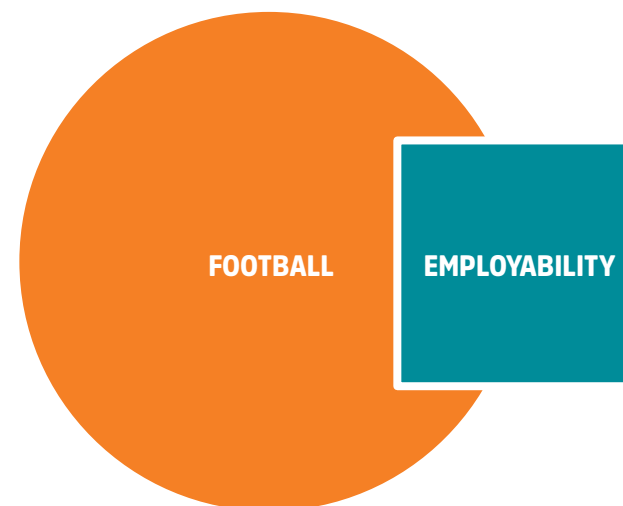
There is not one correct model for delivering a football-based employability programme. It can be done in many different ways. For example, one organisation might deliver 52 football sessions a year with a regular employability workshop once per month; another organisation might deliver football sessions every morning and employability activities every afternoon; and another organisation might deliver employability courses for 30 hours per week and offer a bolt-on football session for just two hours per week. Sometimes football and employability will be fully integrated into the same activity; in other circumstances they will be quite distinct and separate activities. The possibilities are endless and will vary significantly depending on each organisation's priorities, experience and expertise, as well as on the demographics and needs of the young people engaged.

The aim of this toolkit is not to recommend a set approach for you to follow – but instead it will showcase the different methods used by the Team Up members. You may decide to replicate very closely the model used by one particular organisation; or perhaps you will pick and choose elements from different models to create your own bespoke approach. Either way, these examples will inspire and guide you in your journey to combine football and employability activities into a programme that positively changes young people's lives.

We can classify organisations into the following two categories, depending on the way they combine football and employability activities:

FOOTBALL+ ORGANISATIONS

Definition: organisations that predominantly deliver football activities, with employability activities as an additional service. Football is the core of the programme; employability is an add-on built around the football. The approach is **football+**employability.



Delivered by: football clubs, sports charities and youth groups

NOTE: one method is not necessarily better than another – each has pros and cons and it is up to you to choose the best option for your organisations and its specific context

NOTE: a football-based employability programme must include specific employability activities – such as CV writing classes – that directly improve a young person's employability

+FOOTBALL ORGANISATIONS

Definition: organisations that predominantly deliver employability activities, with football sessions as an additional service. Employability is the core of the programme; football is an add-on built around the employability. The approach is employability**+football**.



Delivered by: charities, social work organisations, job clubs

NOTE: +football organisations use football as a “hook” or “flypaper” to attract young people to take part in more formal employability activities – conversely football+ organisations use football as a learning medium and adapt football sessions to reinforce and support the employability components of their programmes

FOOTBALL+ VS +FOOTBALL

FOOTBALL+

Football is the core of the programme
Football activities are more regular
Expert in delivering football activities
Employability activities are an “add-on”
100% of young people take part in football

+FOOTBALL

Employability is the core of the programme
Employability activities are more regular
Expert in delivering employability activities
Football activities are an “add-on”
100% of participants take part in employability

In reality it is over-simplistic to label and categorise and programmes into either group. It is, perhaps, more accurate to place organisations on a spectrum between the football+ and +football models, as the Team Up! members have done below:



NOTE: it is possible for an organisation to move along the spectrum below over time – Sport 4 Life UK, for example, moved right after strategically deciding to focus more on employability work



TASK: Discuss with your colleagues where your organisation fits onto this spectrum – are you a football+ organisation or a +football organisation? When you are happy with your answer, read on to find out about case studies relevant to your organisation

5.3 FOOTBALL-BASED OUTCOMES

Football is not only a powerful engagement tool. It can also directly support young people to achieve important outcomes. Many of these outcomes lay the “foundation” – such as simple improvements in soft skills or mental well-being – that enable young people to progress on to more demanding employability programmes in the future. A NEET young person with low confidence and self-esteem, for example, might not immediately be capable of meaningfully engaging in CV workshops or mock interviews. But, by slowly improving their mental well-being by attending weekly football sessions over a number of months, a young person will eventually become ready to progress into employability activities.

The Team Up members have identified four key ways they use football and the outcomes each approach achieves:

- Football as a tool to engage young people
- Football as a tool to build soft skills
- Football as a tool to improve mental and physical health
- Football as a tool to improve social integration

FOOTBALL AS A TOOL TO ENGAGE YOUNG PEOPLE

Football is a powerful engagement tool. It is a fun and enjoyable game, loved by millions of people worldwide - its appeal is, arguably, unparalleled. Football is therefore the perfect “hook” to attract young people to get involved with your organisation and to sign up for your programmes. This approach is particularly effective for those young people who would not normally be interested in participating in classroom-based activities or more formal programmes. By using football as an engagement tool, Team Up members are able to engage more young people – especially those from hard-to-reach backgrounds – and retain their participation for longer.

FOOTBALL AS A TOOL TO BUILD SOFT SKILLS

Perhaps football’s biggest asset as a tool for good is its ability to promote personal development and support the building of soft skills. From communication and leadership to teamwork and organisation, the list of soft skills young people can learn from football is extensive. A few specific examples are included below:

- > **COMMUNICATION** – listen to a football match and you will regularly hear cries of “man on”, “pass”, “shoot” and so on from the pitch. Players will be constantly talking to each other, calling for the ball, encouraging their team-mates, and telling others about the space around them or the location of the opposition. On a basic level, this teaches young people to communicate out-loud in a group environment. But the communication lessons can be more complex and subtle too. A team captain, for example, will learn how to give constructive criticism to a player without ruining their confidence; a young referee will learn how to control a group in a firm but fair manner; and all players will learn how to listen, respect the opinions of others and self-analyse by taking part in post-match discussions.
- > **TEAM WORK** – football is a team game, meaning young people have to collaborate and work together towards a common goal. As the cliché goes, “there is no I in team”.

Some young people will struggle with this approach, because they want to be the hero or they get frustrated with other team members. But, with guidance from coaches, the team environment can teach young people the values of unity, togetherness and getting along positively with others.

- > **LEADERSHIP** – young people can learn how to manage, control, inspire and lead others through football. A team captain, for example, may be tasked with organising the team’s warm-up, giving a half-time speech or deciding on players’ positions. Volunteers and young coaches may be given direct responsibility for delivering sessions and leading a group; and young people may sign up for formal, football-related leadership qualifications.

- > **OTHER SKILLS** – football can teach young people a myriad of other soft skills that will help them with tasks in everyday life, such as attending school or finding a job. These skills include politeness, punctuality, organisation, self-management, event management, self-discipline, resilience to overcome obstacles, the rewards of hard-work and many more.

FOOTBALL AS A TOOL TO IMPROVE MENTAL AND PHYSICAL HEALTH

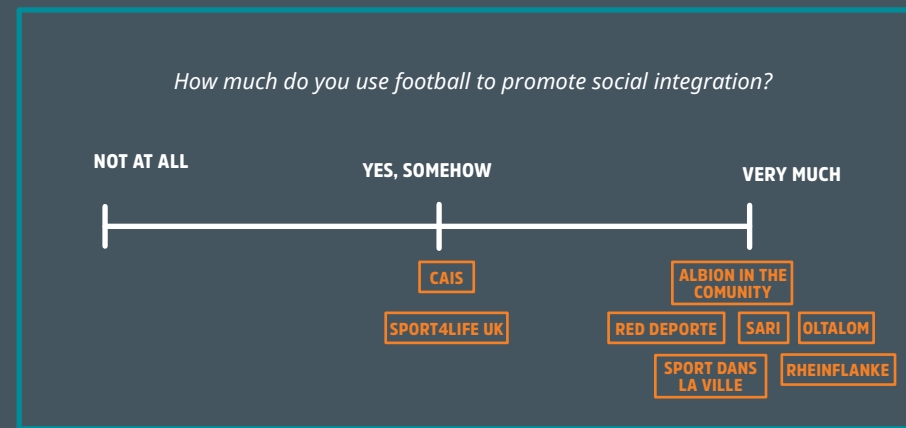
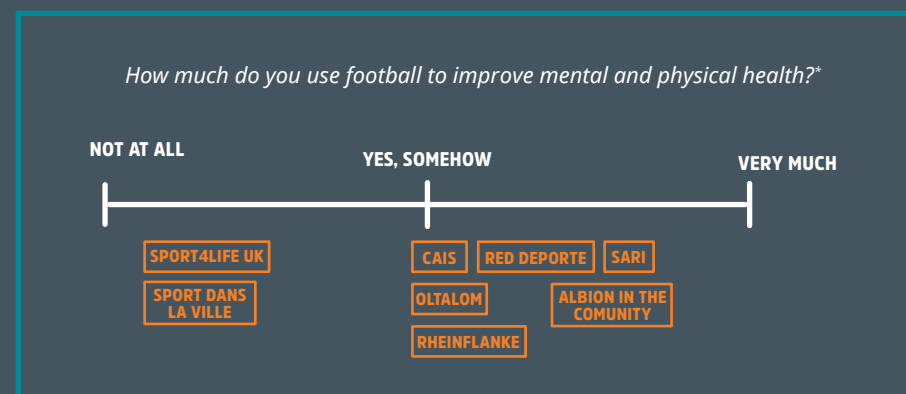
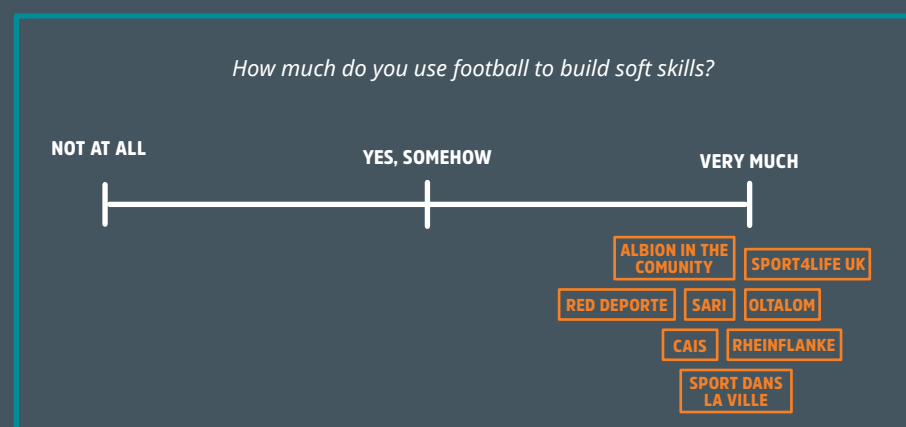
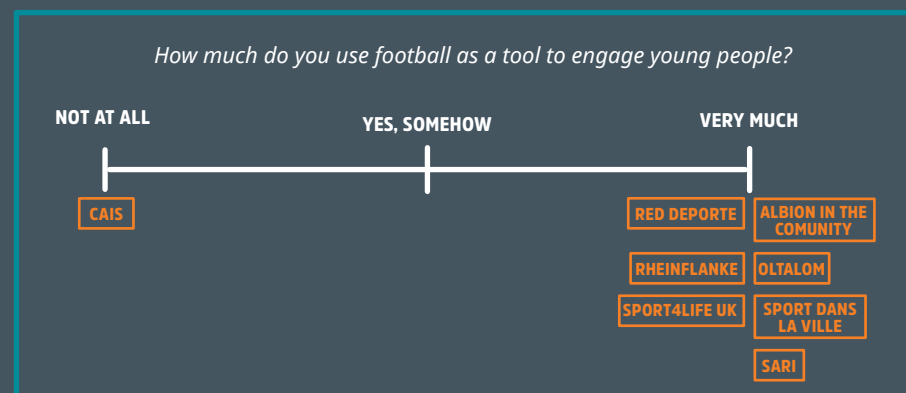
Football can have a huge impact on young people’s mental and physical health. In its simplest form, football enables young people to exercise and be active, thus supporting them to improve their physical fitness, lose weight, reduce levels of stress and anxiety, and feel happier. The benefits of exercise are scientifically proven and generally accepted in society. Football can also help improve the self-esteem, confidence and behaviour of young people. Praise and encouragement from peers will, for example, help a shy and timid teenager to become more confident and assertive; teaching young people to self-administer “time out” when they become aggressive or frustrated during a match can build anger management skills; and supporting young people to recognise their own strengths and weaknesses on the pitch can improve self-awareness and teach young people to trust in their own abilities – for example, it doesn’t matter if you aren’t the best footballer, because you might be the young person with the best respect for rules or the best fair play approach.

FOOTBALL AS A TOOL TO IMPROVE SOCIAL INTEGRATION

The highs and lows of a football match can often reflect the ups and downs of real life – and therefore the football pitch can be a great setting for teaching young people important social values, such as tolerance, integration, open-mindedness and respect. For example, if a young person builds friendships with their team-mates from different ethnicities, then that young person is less likely to be racist or discriminatory in everyday life; or if a young person is taught the importance of respecting the rules of the match (e.g. rule breaking is punished with yellow or red cards), then that young person is more likely to respect the rules of society and not get involved in criminal activities. Simple methods, such as shaking hands after a match or ensuring teams are mixed-gender, can also encourage tolerance and integration, while taking participants to tournaments attended by peers from other cities, cultures and backgrounds can teach young people to accept differences and be open-minded.

FOOTBALL-BASED OUTCOMES

Different organisations use football for different reasons. Below the Team Up members have self-identified how much they use football as a tool for engagement, soft-skills, mental health and social values and outlined the benefits each approach brings.



*For some organisations improving mental and physical health is not the main objective pursued with their football activities but they acknowledge that this is always a positive collateral for the participants.

5.4 CASE STUDIES

The following case studies explain how each Team Up member combines football sessions and employability activities into a structured football-based employability programme.

FOOTBALL+ CASE STUDIES

ALBION IN THE COMMUNITY

OVERVIEW

The work of Albion in the Community centres on regular, weekly football activities, around which a “menu” of extra employability activities are offered to participants. Football is the point of entry for most young people and participation in football can continue for as long as the young person wants. Participants are then referred to a variety of employability activities, including mental health workshops, Get Ready to Work events and accredited qualifications.

Progression from the football activities to the employability activities is optional – but Albion in the Community is very successful with 90% of young people making the transition. Apprenticeships and volunteering placements run alongside the programme simultaneously, offering further opportunities to young people.

STRUCTURE



Football activities:

1x football session per week for the whole year



Employability activities:

1x mental health workshop every three months

1x “Get Ready to Work” event every six months

1x accredited qualification every three months

Ongoing apprenticeships and volunteering



TOP TIP

“Get the participants of your employability activities to promote the benefits to your football participants. Peer-to-peer recruitment is very effective. Try and find those participants who can be advocates for your work and inspire others to sign up.”

OLTALOM

OVERVIEW

Oltalom delivers a regular, weekly timetable of football activities for young people of different ages and genders, alongside which “wraparound” employability services including one-to-one job coaching and English classes are provided simultaneously.

A young person will first engage with Oltalom by participating in the football sessions and tournaments. Social workers attend all of the football sessions and are on-hand to chat with and support the young people, if required. When a young person wants or needs more support, the social worker will provide one-to-one advice and guidance through face-to-face appointments and online consultations. This often includes support for young people to re-engage with mainstream education. Young people can also take part in weekly English language classes and a bi-annual job training course.

STRUCTURE



Football activities:

2-4 X football sessions per week (minimum) for the whole year
monthly football3 tournaments and events (March – October)



Employability activities:

one-to-one, individual job coaching support
2 X English language classes per week (beginners & advanced)
2 X two job training courses per year



TOP TIP

“Make sure your staff and volunteers are equipped with different skills and areas of expertise - our football coaches and social workers work excellently together and complement each other in supporting the target group.”

SPORT DANS LA VILLE

OVERVIEW

Sport dans la Ville provides a varied timetable of both sports and employability activities, offering young people a broad range of opportunities. Regular sessions in tennis, basketball and hip-hop dance are delivered alongside football, while employability activities include one-to-one mentoring, workshops, entrepreneurship courses and visits to corporate companies.

Some of these employability activities take place regularly every week, others are delivered intensively during school holidays. It is a flexible and non-fixed programme structure, enabling young people to sample different activities depending on their needs. Mentoring by corporate employees and entrepreneurship courses are a particular strength of Sports dans la Ville’s approach.

STRUCTURE



Football activities:

2X football sessions per week
2X - 3X football tournaments per year
additional basketball sessions



Employability activities:

individual support and training
mentoring by corporate employees
internships and seasonal job opportunities
group visits to companies
skill-building workshops



TOP TIP

“Build young people’s social values and life skills in your football sessions – it will then make it easier for you to work on their employability skills later on in your programme.”

SARI

OVERVIEW

SARI delivers weekly free football sessions known as Soccernites, as well as regular coaching sessions for its Muslim girls' programme Hijabs and Hat-Tricks and its female inter-faith team Diverse City AFC. Employability activities are built around these football activities, with workshops delivered once per month, mentoring (either face-to-face or via Skype) provided every two weeks and ongoing volunteering opportunities offered simultaneously.

As a volunteer-led social enterprise with financial and time constraints, SARI does not always have capacity to deliver employability activities itself. As a result, it has built up strong partnerships with external organisations that run structured ready for work programmes. SARI refers its participants to these programmes and tracks their progress while providing continued support.

STRUCTURE



Football activities:

2X football sessions per week

ANNUAL Soccerfest and World Refugee Day tournaments



Employability activities:

2X mentoring sessions per participant per month

2X employability workshop per month

ongoing volunteering and internship opportunities

ongoing referrals to external organisations

overseas exchanges training through Erasmus+



TOP TIP

"You don't have to be an expert at everything – this is not realistic. Instead build up strong relationships with external organisations and refer your participants to these partners' employability programmes to supplement and complement in-house programmes. Such an approach can have a massively positive impact on young people's lives."

+FOOTBALL CASE STUDIES

SPORT 4 LIFE UK

OVERVIEW

Sport 4 Life UK provides 12 months of support to young people to help them re-engage with education, employment or training. This support begins with a highly structured, five-week football-based employability programme, followed by ongoing one-to-one mentoring, training and group sessions. The five-week programme, which has a pre-planned day-by-day timetable of activities, consists of:

- > football and sports activities
- > accredited qualifications in "employability skills" and "sports leadership"
- > one-to-one mentoring support
- > workshops including CV writing clinics and mock interviews
- > a youth-led social action scheme which tasks young people with organising their own event or project for the benefit of their local community
- > a volunteering scheme

Each intensive programme includes five weeks of delivery, three full days a week (approx 10am to 4pm), with the football and employability activities fully integrated. For example, 100% of participants take part in all of the activities – it is not possible for a young person to choose to only participate in the football sessions. Once the five-week programme, which is delivered by qualified youth mentors and job tutors rather than football coaches, has finished, ongoing mentoring and group support are provided for up to a year.

STRUCTURE



Football activities:

regular sessions integrated into five-week timetable



Employability activities:

1X accredited leadership qualification per five-week programme

1X accredited employability qualification per five-week programme

8X workshops in CV writing, interview skills, goal setting, job searching, money management, communication, personal development and careers per five-week programme

1X youth-led social action project per five-week programme

1X mock interview per participant per five-week programme
ongoing one-to-one mentoring



TOP TIP

"We have found that developing a far more structured and well-planned timetable for our programme has been a brilliant step forward. It has helped us to be experts at what we do and ensured we are fully focused on the outcomes our programme is aiming to achieve. Our approach also adds structure and a sense of purpose to the lives of young people who often lack this in their day-to-day lives. As a result we have significantly improved our impact and supported many more NEET young people into work."

CAIS

OVERVIEW

CAIS delivers a structured and comprehensive programme of employability activities to NEET young people, including non-formal education, internships, one-to-one mentoring, support groups and IT courses. These employability activities, which are delivered all day from Monday to Friday, form the core of CAIS's programme, while football sessions are simply offered as an additional, non-compulsory activity. Many young people only participate in the employability activities and choose not to attend the optional football sessions. A typical journey for a NEET young person could be participation in 50 hours of soft-skills training through non-formal education, 60 hours of an internship with a local company, weekly attendance at a support group of unemployed young people and an IT class, and ongoing mentoring support and job searching once a week. The latter is offered until a young person finds a job and is able to graduate from the programme.

STRUCTURE



Football activities:
1X football session per week (minimum)



Employability activities:
1X mentoring session per participant per week
1X support group per week
1X IT workshop per week
ongoing soft skills training through non-formal education
ongoing internship opportunities
ongoing one-to-one mentoring



TOP TIP

"Internships are a fantastic way to enable NEET young people to build their employability skills, learn more about the world of work and showcase their skills and capabilities to prospective employers. By running our internship programme we have been able to increase the job opportunities available to our NEET young people."

RHEINFLANKE

OVERVIEW

RheinFlanke has a strong focus on employability activities, but does not use a fixed programme structure. Instead it offers a holistic approach, ensuring each young person is supported in a personalised, bespoke way that works for them.

RheinFlanke provides one or two football sessions per week in different locations and projects as an "open offer", meaning young people are welcome as often or infrequently as they wish. From this foundation, participants are then able to access intensive, one-to-one job coaching support provided by tutors, as well as attend job fairs or undertake internship and volunteering opportunities.

STRUCTURE



Football activities:
1X or 2X football sessions per week



Employability activities:
ongoing one-to-one job coaching
ongoing internship and volunteering opportunities



TOP TIP

"Every young person is different so make sure you are able to provide one-to-one support that is bespoke and personalised to their specific circumstances, background and character. In this way you will be able to better support the young person to improve their employability and, ultimately, find a job."

ANNA*, 29, HUNGARY

OLTALOM

The 29-year-old former drug addict had completely turned her life around. She had managed to quit her habit and find a job as a peer mentor for an NGO supporting young addicts. But then a tragic family incident suddenly changed everything. She became very depressed and grief-stricken, lost her job and risked relapsing into drug-dependency.

Anna had been unemployed for more than six months when she joined Oltalom. She wanted to find another job but was unsure what career path to take. Her confidence and self-esteem were very low and she clearly needed professional help to deal with her grief. At this stage her life was chaotic and unstable and she wasn't sure which way to turn.

The staff at Oltalom set about supporting Anna, building trust over a period of time. After several one-to-one sessions she agreed to get in touch with her previous psychologist and to seek support for her grief. That was the first step to recovery. Attending regular football sessions, which Anna described as "her only pleasure in life", also enabled her to de-stress and to strengthen her mental state.

Oltalom's job coaches then provided bespoke, individualised support to assist Anna back into employment. They helped her to write a CV and cover letter, to research and identify a list of NGOs where she could potentially find work as a drug rehabilitation mentor or similar role, and to begin submitting job applications. She attended a few interviews, but was initially unsuccessful until a vacancy came up at Oltalom's partner charity and she got it.

Anna is now employed as a full-time social worker at a shelter for the homeless. She is studying social work at a local college and is taking an English language exam as part of this course in order to receive her degree in social work. She is clean from drugs, her mental state is much more stable, she smiles a lot more than before, and she has made the impressive leap from ex-drug addict peer mentor to a professional social worker. Her life has been transformed and she is excited about a positive future ahead.

*The real name of the participant has been replaced to protect her identity

“ATTENDING REGULAR FOOTBALL SESSIONS, WHICH ANNA DESCRIBED AS “HER ONLY PLEASURE IN LIFE”, ALSO ENABLED HER TO DE-STRESS AND TO STRENGTHEN HER MENTAL STATE.



CHAPTER 6: WORKING WITH NEET YOUNG PEOPLE

6.1 BEST PRACTICE GUIDANCE FOR WORKING WITH
NEET YOUNG PEOPLE

6.2 CHALLENGES AND SOLUTIONS

6.3 CASE STUDIES

6.4 HUMAN RESOURCES

NOTE: the term has grown in importance in recent years due to the disproportionate impact of the recession on young people aged under 30

The term NEET is used in the EU to describe young people, aged 15-29, who are not engaged in any form of employment, education or training. More specifically a young person will be classified as NEET if:

- they are not employed (e.g. unemployed or economically inactive)
- they have not received any education or training in the past four weeks

The following chapter presents key considerations when working with NEETs, as identified by the Team Up members. Although each organisation works with a different target group (details are included in the case studies below), these considerations are common to all. The chapter includes best practice guidance for working with NEET young people, some very common challenges and solutions, and an overview of the human resources needed to effectively engage NEETs in football-based employability programmes.

6.1 BEST PRACTICE GUIDANCE FOR WORKING WITH NEET YOUNG PEOPLE

BUILDING TRUST

If a NEET young person does not trust your organisation or your staff then they will:

- not talk openly about their problems or issues
- not engage meaningfully in your activities
- not attend regularly or not complete a programme
- not gain skills or achieve outcomes as quickly as young people who do trust you

It is crucial, therefore, to build trust with young people. This can be a challenge, particularly when NEET young people may be distrusting by nature due to problems and disadvantages they have faced in the past. It is possible, however, to use a variety of strategies and techniques to build trust with young people. The Team Up members' top tips include:

- treat young people with respect
- listen to and value young people's opinions and motives
- give young people 'ownership' of activities and projects
- work with coaches who are fun, friendly, approachable and relatable
- give young people responsibility – e.g. the role of captain or referee
- be reliable – don't let young people down and always keep your promises
- engage volunteers from the same neighbourhood as the young people, who can act as positive role models
- have a laugh and a joke to build rapport with young people
- be caring – show that you have the young person's best interests at heart
- be supportive – praise and encourage young people as much as possible

- focus on young people's talents, passions and achievements, rather than their weaknesses or mistakes
- be authentic as an individual and as an organisation: live what you preach
- be honest and transparent with young people

For example, a NEET young person who is shy, quiet and lacking in confidence might join your programme. A good youth worker will go over and speak to them, find out what football team they support, have a bit of a laugh and a joke, remember their name, give them praise and encouragement during the activity, and then say they hope the young person attends next week. These little steps will go a long way to building trust with the young person, who will feel welcome and valued.

SAFEGUARDING ISSUES

It is generally accepted that NEET young people are classified as vulnerable. It is vitally important, therefore, that your organisation has up-to-date and appropriate safeguarding measures in place. This would usually be in the form of a child protection and vulnerable adults safeguarding policy. Such a policy will outline a clear set of guidelines on how you will keep children and vulnerable adults safe and how you will respond to child protection concerns when they are raised.

For example, your policy might state:

- all staff and volunteers have to undergo criminal records checks (this is a legal obligation in many countries) before working with children
- if a prospective employee or volunteer has a history of relevant criminal offences (e.g. violence against or sexual abuse of children) they will not be allowed to join your organisation
- a minimum of two employees or volunteers must attend every session
- employees and volunteers are never allowed to be alone with a young person
- all employees must complete a formal child protection training course
- a clear set of procedures must be followed if a child protection concern is raised

It is outside of the scope of this toolkit to advise you on what your safeguarding policies should include. This is because the law varies from country to country and it is up to your own team to decide what is appropriate and sensible for your organisation.

CODE OF CONDUCT

It is not uncommon for NEET young people to behave negatively and disruptively. This could include fighting, bullying and swearing, for example. Setting a code of conduct – a list of rules and boundaries agreed by the young people, volunteers and staff – is a great tool for tackling such misbehaviour.

The rules set are completely up to your organisation and your young people, and could include anything from no swearing or no fighting to always shake hands after a match.

NOTE: specialist child protection charities, government bodies or solicitors may be able to help your organisation write, adopt or update a child protection policy

NOTE: in the 21st century, it is very important to include social media use in your code of conduct, outlining appropriate levels of online communication between staff and participants and banning any form of trolling or online bullying between young people

The Team Up members have identified a few best practice principles when setting a code of conduct

- empower young people to come up with their own code of conduct, facilitated by your tutor or coach – this gives the young people more ownership and buy-in of the rules and means they are more likely to stick to them
- do not impose rules on the young people – this will seem like you are being a strict school headteacher and the young people will be more likely to rebel against you
- make it clear what the implications of breaking the code of conduct are, such as having time-out from a session or being banned from a special trip or tournament – your staff and volunteers should enforce the rules in a fair and consistent way
- ensure all young people are fully aware of the code of conduct – display copies of the code at your sessions, require all new participants to sign a copy of the code and to pledge their agreement of the code, or ensure staff explain the code at the beginning of each session
- feel free to update your code – this will enable the code to evolve and adapt to changes in your programme or the attitudes and behaviour of your participants
- discipline is a means to an end – always provide opportunities for the young person to return to your programme

ACTION PLAN

NEET young people often lack direction and focus in their lives and they need support to set simple, achievable career targets and life goals. Many of the Team Up members achieve this by supporting young people, through one-to-one mentoring, to set a bespoke and individualised action plan. Top tips when working with action plans include:

- have a clear action plan template document to work through with young people, in order to provide structure to your discussions
- ensure the action plan is flexible enough to accommodate whatever issues and topics the young person wants to focus on, such as behaviour, housing, family, mental health, training or education courses, job goals or anything else
- the action plan should not be imposed on the young person by the mentor – instead the onus should be on the young person to think about and define their goals, with support from the mentor
- synchronise the young person's action plan with your organisation's services and activities, thus ensuring the young person's journey can be smooth and successful without any major delays or setbacks
- ensure target setting is measurable and realistic – for example, if a young person said they wanted to find a full-time, well-paid, professional job in the next four weeks, the mentor might have to sensitively convince the young person to set simpler, shorter-term targets that are more realistic before progressing on to their ultimate goal
- set a moral contract between the young person and the mentor to ensure both parties are fully aware of their roles
- help NEET young people to set small, achievable goals that progress towards a longer-term objective

- teach NEET young people to take ownership of their decisions and set their own priorities

UNDERSTAND YOUR TARGET GROUP

If you do not understand your target group of NEET young people – their hopes and dreams, their likes and dislikes, their fears and insecurities – then it will be difficult for you to appropriately and sensitively work with them. Conversely, if you have a comprehensive insight into the mindsets of your NEET young people, then you will be better able to engage and support them successfully.

You can learn more about your NEET young people in a number of simple ways:

- talk to them one-to-one and listen to their thoughts and opinions – find a balance between being familiar and friendly while maintaining your mentoring role
- hold focus group meetings that allow young people to collectively voice their concerns, thoughts and opinions
- complete questionnaires that collate the opinions of large groups of young people
- conduct research into any academic studies or broader surveys conducted on your target group of NEET young people

These methods can collect information on a generic issue, such as “what drugs are a big problem in your neighbourhood?” or “why do lots of young people in this area turn to crime?”, or information specific to your programme such as “what time is best to deliver the workshops?”, “which venue is most accessible for you?”, or “which sports activities do you prefer to play?”.

In this way you can learn more about the needs of your young people and design your activities and programmes to better meet these needs. You might realise, for example, that you need to provide workshops on marijuana because this is a growing problem, or you need to change your football sessions from the morning to the afternoon or from weekdays to the weekend.

A couple of examples of Team Up members fully understanding their target groups are as follows:

- SARI has an excellent understanding of the cultural and religious considerations of working with young female Muslims. This knowledge ensures SARI has appropriate policies and practices in place regarding topics such as female coaches, parental consent, hijabs and fasting.
- Sport 4 Life UK has worked hard on understanding the mindset and culture of inner city NEETs in deprived neighbourhoods of Birmingham, England. Over the years, this has enabled Sport 4 Life UK to adapt and improve its programme to better meet the needs of NEET young people. For example, transport reimbursements were introduced to overcome the barrier of transport, which initially prevented many NEET young people from participating, and longer-term mentoring support was added to its services because some NEETs were feeling abandoned at the end of a short-term programme.
- Albion Goals delivers mental health workshops to gain a clearer picture of the participants' state of mind, and why they might act the way they do. An informal environment such as that created by the Cook & Eat course also allows players to open up about their challenges and aspirations. Ambitions can then be developed through accredited qualifications delivered by Albion in the Community, e.g. Employability Skills courses, and events such as Get Ready to Work.

6.2 CHALLENGES AND SOLUTIONS

Working with NEET young people is not an easy task. From disruptive behaviour to non-attendance, it is likely you will encounter difficulties during your programme. This is to be expected when some of the NEET young people you engage may have criminal records, poor mental health or alcohol and drug problems. Fighting, swearing, bullying, disengagement, disillusionment, impatience and family conflict are just a few of the issues that you may encounter.

But do not fear. There are a range of techniques and strategies you can use to overcome these obstacles – and, when you do, the successes will be even more rewarding. As a guide, the Team Up members have identified the biggest challenges they face on a day-to-day basis and proposed the key solutions they use to conquer them.

| | |
|--|--|
| <p>EDUCATION PHOBIA – NEET YOUNG PEOPLE HAVE HAD BAD EXPERIENCES AT SCHOOL AND FEEL EDUCATION IS NOT FOR THEM</p> | <ul style="list-style-type: none"> > deliver informal education outside the classroom > provide one-to-one mentoring support to address issue of education phobia |
| <p>POOR BEHAVIOUR SUCH AS SWEARING, ARGUING, FIGHTING, PEER PRESSURE AND BULLYING</p> | <ul style="list-style-type: none"> > set rules and expectations through a code of conduct agreed by the young people > use coaches and volunteers who are skilled and experienced in controlling groups of young people > empower disruptive individuals by giving them responsibility, such as the role of referee or team captain > peer mentoring > hold group discussions with young people to reflect on their behaviour after sessions |
| <p>NON-ATTENDANCE AND DISENGAGEMENT WITH EMPLOYABILITY ACTIVITIES</p> | <ul style="list-style-type: none"> > provide rewards such as bursaries or prizes for good attendance > peer-to-peer recruitment – get “graduates” of your employability programmes to promote the benefits to other young people > use role model staff who young people can relate to > build soft skills at football sessions and show young people how these skills will help them succeed in the employability programme > inspire young people to believe that they are talented and have excellent potential |

| | |
|--|---|
| <p>COMPLEX ISSUES PUT A STRAIN ON STAFF RESOURCES</p> | <ul style="list-style-type: none"> > refer young people with extreme issues such as drug addiction to specialist partner organisations > define clearly what your organisation can and cannot provide > set clear guidelines for communication between staff and young people – e.g. young people should only call a work landline or mobile, rather than a personal number |
|--|---|

| | |
|--|--|
| <p>POOR MENTAL HEALTH SUCH AS LOW SELF-ESTEEM AND LACK OF SELF-CONFIDENCE</p> | <ul style="list-style-type: none"> > deliver workshops on mental health issues > work with specialist partner organisations such as mental health providers > build trust between your staff and the NEET young people > help young people to recognise their own achievements |
|--|--|

| | |
|--------------------------------------|---|
| <p>LACK OF FAMILY SUPPORT</p> | <ul style="list-style-type: none"> > positively involve family members in the programme e.g. invite them to workshops > deliver football sessions to parents and children together > use role model staff who can provide support missing from the family environment |
|--------------------------------------|---|

| | |
|---|--|
| <p>UNREALISTIC EXPECTATIONS – NEET YOUNG PEOPLE ARE IMPATIENT, WANT IMMEDIATE SUCCESS AND STRUGGLE TO FOCUS ON LONG-TERM GOALS</p> | <ul style="list-style-type: none"> > help NEET young people to set small, achievable goals that progress towards a longer-term objective > teach NEET young people to take ownership of their decisions and set their own priorities > provide counselling sessions to help young people deal with their frustrations and impatience > teach NEET young people to follow their dreams while also making it clear not everyone can make it as a pop star, professional football player or millionaire businessman > paint a realistic picture of the work environment the young person aims to be in, emphasise the obstacles they will need to overcome, and the importance of building a good reputation in the workplace |
|---|--|

- COMMUNICATION PROBLEMS – NEET YOUNG PEOPLE DO NOT SPEAK NATIVE LANGUAGE FLUENTLY AND/OR STRUGGLE TO USE APPROPRIATE LANGUAGE IN JOB INTERVIEWS**
- > deliver language classes
 - > provide workshops that teach NEET young people how to speak in job interviews or in the workplace
 - > build self-confidence by providing fun activities that involve speaking and listening in a group

- RECRUITMENT AND RETENTION OF THE RIGHT PARTICIPANTS**
- > build partnerships with like-minded organisations, such as those supporting NEETs with addiction or mental health issues
 - > provide transport to football sessions to remove barriers to attendance
 - > consider the best exit strategy for each participant

- INDIFFERENCE OF KEY WORKERS**
- > demonstrate that your participants are gaining more from the experience than just playing football
 - > establish a triangle of Participant-You-Key Worker to ensure that each are supporting each other’s priorities

- HOMELESSNESS AMONGST NEETS**
- > work alongside housing associations and local authorities to help young people find suitable, safe accommodation
 - > work with other organisations supporting the homeless with physical activities



TASK: Identify the challenges your organisation may face working with NEET young people and then brainstorm the techniques and methods you will use to overcome them

6.3 CASE STUDIES

The challenges you face – and the solutions you use to overcome them – will vary depending on the NEET young people you engage. For example, working with female teenagers from Muslim backgrounds will involve very different issues compared to working with white males, aged 21-25, who have criminal records. Many of the Team Up members work with all NEET young people, regardless of their gender, age or ethnicity, and these diverse individuals take part in the same programme together. Other Team Up members focus on one or more target groups – such as female refugees – and deliver bespoke programmes specifically for each group.

The case studies below outline one particular category of NEET young people each Team Up member works with and one key challenge and solution this approach involves.

ALBION IN THE COMMUNITY



TARGET GROUP: Predominantly male NEET young people, aged 18-29, who have multiple needs, a lack of family support, and are from poorer households and communities



MAIN CHALLENGE: “Young people’s understanding of job searching is sometimes limited and impractical, as they want to earn lots of money with little work and effort. They have unrealistic expectations – a job with minimal hours and great pay is not obtainable. Living outside mainstream, working society is a common choice.”



SOLUTION: “We manage the expectations of young people through a variety of methods, such as providing bespoke one-to-one support, constantly praising their smaller achievements to build self-confidence and prevent de-motivation, and teaching them about the realities of the world of work.”

SPORT 4 LIFE UK



TARGET GROUP: NEET young people, aged 16-29, who live in deprived inner-city areas



MAIN CHALLENGE: “It is always an uphill struggle to get young people to consistently and reliably attend our programmes. Non-attendance and drop-outs are a big problem. We initially recruit up to 100 young people to a programme, in the hope that 20 turn up on the first day and at least 10 complete the whole course. Young people may drop out for a number of reasons, such as low self-esteem, family problems, de-motivation, addiction or an inability to deal with setbacks.”



KEY SOLUTION: “We have introduced attendance-based incentives, such as cash bursaries or exciting trips to a theme park or Premier League football match. These rewards are a big motivation for the young people and it inspires them to achieve a good attendance record. They know that if they don’t turn up they will miss out on the incentives. We also pay for transport expenses, such as a bus fare, and provide free lunches to ensure the barriers of cost and travel don’t lead to non-attendance.”

SARI

TARGET GROUP: young females from ethnic minority, asylum seeker and refugee backgrounds



MAIN CHALLENGE: “Females from migrant backgrounds can often be accustomed to a patriarchal structure of culture. The challenge is to acquire the specific parental or guardian approval to enable the young person to participate in the activities. Sometimes families do not want the young person to attend our activities or may punish them by refusing permission.”



KEY SOLUTION: “The solution is quite simple – we build a relationship of trust and support with the family. We visit the parents and provide information on the benefits of our programmes. We also invite the parents to attend events, activities and workshops so that they may see the benefits of the programme for their child.”

CAIS

TARGET GROUP: unemployed young people, aged 18-29, who are at risk of social exclusion and poverty



MAIN CHALLENGE: “The youth think that our employability programme will be like all the others, with formal methods such as those used in the courses run at government job centres. This deters many young people from participating because they have a phobia of mainstream, classroom-based type activities and feel that there won't be any practical results at the end of a programme.”



KEY SOLUTION: “We show the youth that we use non-formal education as a tool to promote personal, social and professional skills in our employability programmes – and highlight that our programmes lead to practical benefits such as real-life internships.”

RHEINFLANKE

TARGET GROUP: young refugees, aged 16 to 27, from Syria, Iraq, Eritrea, Somalia and Iran



MAIN CHALLENGE: “The aim of one of our projects, known as Project HOPE, is to integrate young refugees into German society and into the labour market and educational system. This isn't an easy task since we face many obstacles, like the fact that most of our target group doesn't speak and understand the German language, that many of them are still traumatized and that they are still living in refugee shelters where they don't have the adequate atmosphere to concentrate on their future. Many of them have other priorities, like searching for a flat or helping their family members.”



KEY SOLUTION: “First of all, we use cultural activities and sports as a tool to engage this hard-to-reach target group. Our mentors then provide one-to-one support and act as a person the refugee can rely on and trust. These mentors then directly tackle the language problem, by striving to register the young people very quickly for a German language course. We also provide a lower-threshold German course, where young people who are still waiting for an official course to start, can begin to learn and to communicate in German. After this, job coaching sessions help the young people to further orientate themselves into German society, to understand the employment sector in Germany better, and to write their CV, search for job vacancies or enrol in a college course.”

OLTALOM

TARGET GROUP: disadvantaged young people from a Roma, homeless or refugee background



MAIN CHALLENGE: “There are several complex challenges. The Roma young people face prejudice and stereotyping from employers, for example, while unemployment in families for generations means young people have no role models in terms of employment. Segregated and low-quality education is also a big problem.”



KEY SOLUTION: “We tackle these complex issues through a holistic approach. We provide non-formal education, supporting the vocational education of our participants, and we build close links with family members by providing services to them such as job coaching. Our programmes also teach young people how to connect with their positive side, meaning they are more confident about the prospect of finding work, and we help them to build key life skills in communication, self-management and conflict-resolution.”

SPORT DANS LA VILLE

TARGET GROUP: young people aged 17 and 18 with mental health issues such as low self-esteem



MAIN CHALLENGE: “A big challenge is mental health. Young people are not confident and they under-estimate their potential – their self-esteem is low. Instead, they prefer to take the easy option and are often afraid of trying. This fear and de-motivation means they don't believe they can achieve accessing higher education or finding employment.”



KEY SOLUTION: “Our staff focus on motivating and encouraging the young people through mentoring, one-to-one meetings and the work of a guidance counsellor. We prove to them that they have the skills and potential to succeed – and then provide practical support, such as helping them fill out school enrolment paperwork or attend a job fair, to ensure they reach their goals.”

RED DEPORTE

TARGET GROUP: disadvantaged Roma young people from deprived neighbourhoods



MAIN CHALLENGE: “Many of these young people live a ‘crazy life’. There is a high level of irregularity, non-perseverance and informality in their lives and they are often involved in illegal activities. It can be very difficult to control them and ensure positive, friendly behaviour during our programmes.”



KEY SOLUTION: “We aim to ensure good behaviour at our programmes by setting rules and expectations at the beginning and by using coaches and volunteers who are experienced at working with young people from challenging backgrounds.”

6.4 HUMAN RESOURCES

Recruiting staff and volunteers with the right skills and experience will significantly improve your ability to work with NEET young people and to overcome the challenges outlined above. But exactly what human resources do you need to effectively run a football-based employability programme for NEET young people? How many team members do you need? What skills and qualifications should they have? Can football coaches deliver employability activities, or can employability tutors deliver football sessions? Is it better to employ specialists such as social workers? What personalities and characteristics should your team members have?

It is not possible to provide a simple answer to these questions. There are many different ways to staff your programme and it is up to you to decide what is most suitable for your organisation, depending on numerous factors including funding, social context and the needs of your participants.

The Team Up members use a variety of different staffing models. Some organisations have large teams of full-time, paid staff; others are 100% reliant on volunteers. Some organisations recruit versatile individuals who can deliver both football and employability activities, such as a Level 2 qualified football coach with a social work background; others recruit individuals with different areas of expertise, meaning their team consists of specialist football coaches and specialist job coaches. Larger organisations may have several managerial roles, such as a Project Coordinator or Partnership Manager; smaller organisations may require a football coach to fulfil coordinator duties. The possibilities are numerous and there is no right or wrong approach.

Despite these differences, the programmes of all of our Team Up members tend to employ a mix of the following six common roles:

NOTE: in some organisations, one person may fulfil more than one of these roles – for example, the Job Coach and Mentor roles may be combined



FOOTBALL COACH

FOOTBALL COACH

This person delivers football and sport sessions and works in partnership with the job coaches and mentors.



JOB COACH

JOB COACH

This person delivers the workshops, qualifications, training courses, mentoring and volunteering and internship opportunities of the employability programme. They work in partnership with the football coaches and mentors.



YOUNG LEADER

YOUNG LEADER/VOLUNTEER

This person supports the football coaches and job coaches in the delivery of both the football/sport sessions and the employability programme. They may be a former participant who has been through the programme and achieved positive outcomes.



MENTOR

MENTOR

This person provides one-to-one mentoring to young people, supporting them to re-engage with education, employment and training. They work in partnership with the football coaches and job coaches.



PARTNERSHIP MANAGER

PARTNERSHIP MANAGER

This person builds partnerships with businesses, funders and other service providers, helps manage the programme and applies for funding. They work in partnership with the Project Manager.



PROJECT MANAGER

PROJECT MANAGER

This person is responsible for the overall implementation and delivery of the employability and sports programme, including the budgetary responsibilities. They work in partnership with the Partnership Manager and line manage the football coaches, job coaches and mentors.

NOTE: different organisations may use a different job title for these roles – for example, a job coach might instead be called a job tutor or a personal development coach



TASK: if you are planning to launch a new football-based employability programme, look at all of the role profiles and think about which jobs will work best for your organisation

The Team Up members have also identified the key professional and personal skills required for each of these roles, as outlined on the following page.

PROFESSIONAL SKILLS

| PROFESSIONAL SKILLS | JOB COACH/ PERSONAL DEVELOPMENT COACH/TUTOR | FOOTBALL COACH | MENTOR/CASE WORKER | PARTNERSHIP MANAGER | PROJECT COORDINATOR |
|--|--|-------------------|-----------------------|------------------------|------------------------|
| Interest/knowledge about football/sport & employability | ✓ | ✓ | ✓ | ✓ | ✓ |
| Knowledge about employability | ✓ | | ✓ | ✓ | ✓ |
| Experience in working with youth from a variety of backgrounds | ✓ | ✓ | ✓ | | ✓ |
| Experience in engaging unemployed young people | ✓ | ✓ | ✓ | | |
| Understanding of working with local businesses and CSR | | | | ✓ | ✓ |
| Background of social and youth work | ✓ | | ✓ | | |
| Pedagogical education / background | ✓ | ✓ | ✓ | | |
| Related Qualifications e.g. mental health / job training / IT | ✓ | ✓ | ✓ | ✓ | ✓ |
| Project management skills | | | | | ✓ |
| Marketing / business development skills | | | | ✓ | ✓ |
| Process oriented | | | | ✓ | ✓ |
| Action oriented | ✓ | ✓ | ✓ | | |
| Knowledge of the local labour market / job prospects | ✓ | | ✓ | ✓ | |
| Knowledge of local social services | ✓ | | ✓ | | |
| Experience in fundraising | | | | ✓ | ✓ |

PERSONAL SKILLS

| PERSONAL SKILLS | JOB COACH/ PERSONAL DEVELOPMENT COACH/ TUTOR | FOOTBALL COACH | MENTOR | PARTNERSHIP MANAGER | PROJECT COORDINATOR |
|---|---|-------------------|--------|------------------------|------------------------|
| Relatability to young people | ✓ | ✓ | ✓ | | ✓ |
| Good communication skills | ✓ | ✓ | ✓ | ✓ | ✓ |
| Social sensibility / non judgemental / empathetic | ✓ | ✓ | ✓ | | ✓ |
| Trustworthy / credible / Integrity | ✓ | ✓ | ✓ | ✓ | ✓ |
| Approachable | ✓ | ✓ | ✓ | ✓ | ✓ |
| Enthusiastic/ Positive | ✓ | ✓ | ✓ | ✓ | ✓ |
| Charismatic | ✓ | ✓ | ✓ | ✓ | |
| Passionate about working with young people | ✓ | ✓ | ✓ | | ✓ |
| Motivated to support young people | ✓ | ✓ | ✓ | | ✓ |
| Adaptable | ✓ | ✓ | ✓ | | |
| Committed to helping young people achieve their goals | ✓ | ✓ | ✓ | | ✓ |

VÍTOR, 25, ANGOLA

CAIS

Vitor moved to Portugal when the crisis hit Angola. This was a difficult time in his life. "Things became very complicated. My parents were no longer able to pay for my engineering studies. It was an uncomfortable situation. We had debts and there were many bills to pay, especially with eight children in our family. It was all too much so I decided to take a break and emigrate. But finding work in Portugal has not been easy."

As a new arrival in Europe, Vitor initially struggled to get a job. His work permit paperwork needed to be sorted out and, as he admits, he lacked the soft skills needed to succeed in the workplace. He was unemployed for several months. He then heard about CAIS's employability programme and decided to sign up, in a bid to improve his chances of finding work.

"At CAIS we worked on our skills in teamwork, stability, self-esteem, efficiency and responsibility - and we improved our qualities as employees. Before I joined the CAIS course, I was not all that responsible. For example, if I had an interview at 9am, I would have woken up at 7am and left my house by 8.30am. I knew it was far away and that I had to leave early, but I didn't and I got there late. I was irresponsible. But CAIS has taught me the importance of being responsible and I have definitely succeeded in becoming more so. Now, if I had a job interview, I would leave much earlier, prepare for the interview, research the company and think about the qualities they are looking for."

CAIS helped Vitor get an internship at the convenience store of a BP petrol station, enabling him to gain vital work experience and to improve his soft skills.

"The internship taught me how to interact with others, how to behave at work and how to communicate and present myself. I'm now more confident, have more will power, am more responsible and have better self-esteem."

Since finishing his internship, Vitor has found employment at another petrol station and feels much more positive about his future in Portugal.

"AT CAIS WE WORKED ON OUR SKILLS IN TEAMWORK, STABILITY, SELF-ESTEEM, EFFICIENCY AND RESPONSIBILITY - AND WE IMPROVED OUR QUALITIES AS EMPLOYEES."

**CHAPTER 7
COMMON OUTCOME AREAS
AND BEST PRACTICE**

- COMMON OUTCOMES AREAS**
- BEST PRACTICES: SOFT SKILLS**
- BEST PRACTICES: JOB SEEKING SKILLS**
- BEST PRACTICES: HARD SKILLS**
- BEST PRACTICES: ENTREPRENEURIAL SKILLS**

COMMON OUTCOME AREAS

The Team Up members have identified four key outcome areas when working with NEET young people:

- > Soft skills
- > Job seeking skills
- > Hard skills
- > Entrepreneurial skills

Full definitions of each outcome area are provided below – and for the purpose of structuring this toolkit, we have classified Team Up members' activities by the main outcome area they aim to develop. But, in reality, an activity will often support young people to develop more than one of these skill types simultaneously. For example, Sport 4 Life UK's leadership course enables young people to build their soft skills in teamwork, communication and leadership, and gain a hard skill in the form of a formal, accredited leadership qualification.

SOFT SKILLS

WHAT ARE SOFT SKILLS?

Soft skills are the personal attributes that enable someone to operate successfully in society, interact effectively with others, live independently and find and sustain employment. They are the foundation – the basic building blocks – that young people need to develop first before improving their job seeking skills, hard skills and entrepreneurial skills.

Soft skills are often also referred to as life skills, inter-personal skills, transferable skills or employability skills.

There are hundreds of different types of soft skills, including:

verbal and written communication // teamwork // leadership // organisation // self-discipline // punctuality // politeness // resilience // self-awareness // adaptability // conflict resolution // discipline and respect for rules // reliability // critical thinking // empathy // decision-making // creativity // problem-solving // self-motivation // confidence // flexibility // enthusiasm // dedication // positivity // perseverance // diligence // willingness to learn // appearance // emotional intelligence

Young people without these soft skills will struggle to find and keep employment. For example, if a young person has poor verbal and written communication skills, they are unlikely to impress potential employers during a job interview; or if a young person with a job has not learnt to be polite or punctual or to respect rules, they might be sacked. Conversely, a young person who is courteous, on-time, reliable and a strong communicator is far more likely to do well during an interview and impress their bosses once they've started.

The Team Up members recognise, therefore, the vital importance of supporting young people to improve their soft skills. But this poses a challenge. Soft skills are an imprecise and subjective concept – and they cannot be taught or measured as easily as job seeking or technical skills.

If your organisation wants to improve a participant's technical IT skills, for example, the approach is quite simple: deliver an accredited IT course that enables a young person to achieve a formal certificate and thus prove their progress. But how do

you teach a young person to be reliable? You can't deliver an accredited course in reliability, and you can't evidence that a young person has "qualified" as reliable.

The Team Up members tackle the challenge of developing young people's soft skills by delivering a variety of activities, such as workshops, courses and mentoring. Often these activities offer a bespoke, holistic approach that can improve a number of skills at the same time.

JOB SEEKING SKILLS

WHAT ARE JOB SEEKING SKILLS?

Job seeking skills are the practical skills someone needs to find a vacancy, submit an application, attend an interview and, ultimately, be offered a job. They include the ability to search for job vacancies, write a CV or job application form, and perform well in a job interview.

A young person who has developed good job seeking skills will be able to:

- actively search for job vacancies online and at local job centres
- write a well-structured, top quality CV
- complete job application forms in an effective, successful way
- perform professionally in job interviews

A young person who has not developed good job seeking skills will:

- not know where to look for job vacancies
- have a poorly structured CV with spelling errors
- submit low quality job application forms
- attend interviews in the wrong clothing and use inappropriate language

Job seeking skills – because they are well-defined, practical and simple – can be easily packaged into a workshop or series of workshops. For example, sessions on how to find job vacancies might involve taking young people to their local job centre or computer classes for online job searching.

The Team Up members use a range of activities, including both group and one-to-one work, to improve young people's job seeking skills.



TASK: speak to your young people about which soft skills they need most support with and then plan specific activities and sessions to help build these skills

NOTE: Job seeking skills are inevitably linked to soft skills – for example, a young person with good communication skills will perform better in a job interview



TASK: find out whether there are any other NGOs, charities or community groups in your area that specialise in providing job seeking skills – try and arrange a meeting with them and learn from their expertise and knowledge

NOTE: Young people will directly develop many of these soft skills by participating in football activities, as described in 5.3

NOTE: Many of these skills are inter-linked – for example, to be a strong leader you need to have good communication and organisational skills

NOTE: Developing soft skills is a very personal, lifelong journey that varies significantly from individual to individual – some young people will possess many soft skills but struggle with one in particular, while others may be poor at several skills

HARD SKILLS

WHAT ARE HARD SKILLS?

Hard skills are the abilities, knowledge and qualifications needed to perform a specific task or job. They are normally acquired through dedicated training. For example, to become a doctor, an individual would need the hard skills of a university degree in medicine; or to become a football coach, an individual would need a formal football coaching certificate. Job-specific work experience, which can be obtained through previous employment, internships or volunteering, is also considered a hard skill by the Team Up members.

Hard skills are often also referred to as technical skills or professional skills.

Hard skills are:

- often a prerequisite for applying for a job
- usually related to a specific sector or particular job
- easy to quantify – e.g. a level 1, level 2 or level 3
- teachable, meaning you can gain them by attending a formal training course

Types of hard skill include:

- a university degree
- an industry specific certificate
- a vocational qualification
- school or college qualifications
- language fluency
- relevant work experience

Hard skills are not only applicable to highly-paid, professional vocations – they can also be incredibly important for lower-paid, entry-level jobs, and the training required to gain a hard skill may only take a few days or weeks, rather than years. For example:

- a young person who wants to work in a factory might need to attend a fork lift truck driving or health and safety training course
- a young person who wants to work in security may need to complete a training course to obtain the relevant licence
- a young person who wants to work as a taxi driver will need to pass their driving test
- a young person, who is a refugee and wants to work in a shop, may need to complete language classes and a basic numeracy course

There are, therefore, a broad variety of hard skills, ranging from complex qualifications that take several years to complete (e.g. to qualify as a barrister) to simple certificates that are quick to complete (e.g. in England you can complete an FA level 1 coaching badge in just one day). Naturally, the Team Up members tend to focus on the latter.

NOTE: some jobs will not require specific hard skills – for example, a young person might be able to get a job as a cleaner without needing any formal cleaning qualifications



TASK: work as a team to define your approach to hard skills – will you deliver training courses in-house or will you refer young people to mainstream education institutions, or both?

ENTREPRENEURIAL SKILLS

WHAT ARE ENTREPRENEURIAL SKILLS?

Entrepreneurial skills are a range of management and personal skills that enable someone to design, launch and run a new business, taking on financial risks in the hope of profit.

Becoming a successful entrepreneur is never an easy task – according to Forbes 90% of new businesses fail. But developing the key entrepreneurial skills listed below will give budding business gurus a better chance of making it into the top 10% that succeed:

money management // independent working // self-reliance // risk taking // sales // managing people // identifying market gaps // training staff // understanding customers // marketing // public relations // identifying trends // courage // determination // vision // initiative // desire for control // risk tolerance.

Setting up a business will not be an appropriate career path for all NEET young people, depending on their skill-set and personality – but for some it will be ideal. For example, a young person who gets stressed out by risk-taking or who needs constant guidance and reassurance, rather than enjoying working independently, would not be suited to entrepreneurship. However a young person who loves to be in control (instead of having to listen to a boss) and has real charisma for closing a sale may be the perfect candidate to become a self-made business owner.

Many young people also find it incredibly difficult to gain employment through traditional routes, because they lack the qualifications or work experience to impress employers. Entrepreneurship can be an excellent way to bypass these obstacles, enabling young people to make money and prove their potential in an independent way. The most successful young entrepreneurs may be able to make a full-time living out of their business; others who have established small-scale enterprises may simply use it as a stepping stone into employment. For example, a young person who has set up a small business designing and selling sports clothing in their local community will be in a better position to apply for a junior management position or sales position at Nike.

The Team Up members recognise the value of entrepreneurship skills and the role they play in supporting NEET young people into the world of work. Not all members have the capacity to deliver specialist entrepreneurship activities, instead choosing to focus on more mainstream activities that build soft skills, job seeking skills and hard skills. But some members do deliver targeted entrepreneurship activities and examples are given below.

NOTE: a successful entrepreneur also needs soft skills, such as strong communication and high levels of self-confidence, while hard skills, such as a university degree in business management or an industry-specific qualification relating to their sector (e.g. a computer programming qualification for an entrepreneur creating a new mobile phone app) may also be important



TASK: carry out a survey of your young people to find out whether there is demand for training in entrepreneurial skills

LEADERSHIP COURSE

SPORT 4 LIFE UK

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✓✓ |
| ENTREPRENEURIAL SKILLS | ✓ |

WHAT IS THE ACTIVITY?

Sport 4 Life UK helps NEET young people to improve their soft skills by delivering a formal, 30-hour leadership course, covering organisation, planning, communication and teamwork, all through the medium of football and sport. In the classroom, the tutor educates young people on the principles of leadership through a range of interactive tasks and discussions – for example, young people will debate the differences between a good leader and a bad leader. Participants are required to complete a workbook evidencing their learning and progress.

Young people will then be given the chance to put the theory into practice, by planning, delivering and reviewing their own football or sports coaching session. Their performance will be assessed by the tutor and, if they meet the required standard, the young person will gain an accredited leadership qualification.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Sport 4 Life UK delivers this activity for NEET young people aged 16-25, including ex-offenders and the long-term unemployed. Participants are recruited in two main ways:

- > by **directly engaging with young people** at job centres, sports sessions, schools, colleges and youth clubs and promoting the benefits of the activity to them.
- > by **providing a referral “pathway”** – for example, an online form – that enables professionals who work with NEET young people (e.g. social workers) to refer a young person onto the programme. Networking and marketing is used to build up a strong database of professionals who know about and use the referral pathway.

Sport 4 Life UK also keeps an accurate list of NEET young people who have expressed an interest in the activity and maintain regular communication with them through weekly text messages.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people lack the basic soft skills needed to successfully re-engage with employment, education or training. They also possess few or no formal qualifications and this presents a significant barrier to employment.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The leadership course provides young people with practical opportunities, using the medium of sport, to build and develop their soft skills in communication, teamwork and leadership, as well as achieve an accredited, formal qualification. The course also aims to increase the self-esteem and confidence of participants.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|---------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| tutor/coach | a qualified member of staff to plan and deliver the activity | ✓ | |
| assistant | a junior member of staff to assist the tutor/coach | | ✓ |
| volunteer/young leader | additional people to help with the project delivery | | ✓ |
| FACILITIES | | | |
| indoor classroom | for the delivery of theory work | ✓ | |
| sports venue | a sports hall, gym, park or outdoor space to deliver sports activities | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | the computers (with internet access), desks, whiteboards etc needed to deliver classroom sessions | ✓ | |
| sports equipment | the goals, footballs, bibs, cones, whistles, basketballs, cricket sets etc needed to deliver practical sports sessions | ✓ | |
| spare sports clothing | for young people who attend without correct attire e.g. trainers | | ✓ |
| MATERIALS | | | |
| workbooks | documents young people need to complete to gain qualification | ✓ | |
| stationary | pens, paper, post-it notes, flipchart paper, etc | ✓ | |
| session plans | created by tutor to ensure activity is well-planned and effective | | ✓ |
| OTHER | | | |
| free lunches | an incentive for young people | | ✓ |
| transport reimbursement | to ensure low income does not prevent young people attending | | ✓ |
| bursary (50 or 100 Euros) | an incentive for young people – must be spent on training course | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. FIND AN ACCREDITED LEADERSHIP COURSE TO DELIVER

Research available courses in your country and carefully consider which will best fit the needs of your organisation and the young people you work with. Some courses can be delivered directly by your organisation, others may involve working with partners or hiring in external tutors.

Sport 4 Life UK, for example, chose to deliver the Level 1 and Level 2 Awards in Sports Leadership, which are formally accredited by Sports Leaders UK. Sign up for your chosen course (this may involve paying fees and/or your centre being assessed) – and then learn as much as possible about how the course works. Read the syllabus, train your tutors and volunteers, and perhaps visit other organisations who are already delivering the course to learn from them.

2. PLANNING, PLANNING, PLANNING

This is a crucial stage – the behind-the-scenes work needed to ensure your activity is a success. Your planning will consist of many different elements, including:

- > applying for funding to cover your costs
- > recruiting and training staff members and volunteers
- > designing a project timetable e.g. every Monday, 5pm to 8pm, from May to September
- > booking facilities and buying equipment (using the checklist above)
- > writing detailed session plans
- > recruiting participants (following the guidance above)

3. DELIVER THE ACTIVITY

Deliver the course, following the sessions plans you have created and the course syllabus supplied by the accredited qualification provider. Theory lessons should take place in a classroom environment, but make sure your activities are fun and interactive.

Young people should be excited and inspired by your sessions, rather than getting bored listening to a dull lecture, as if they were back in school.

For example, when discussing the qualities a good leader needs to demonstrate, your tutor could show YouTube clips of famous footballers acting as strong leaders; or when exploring the topic of managing behaviour, carry out a role play with one young person as the football coach and other young people as poorly behaved participants.

Try and use videos, music, role play, group discussions and interactive games as much as possible. If the qualification requires young people to complete a workbook or create a portfolio, then the tutor should provide both group and one-to-one support with this task.

Practical elements of the course should be delivered in a sports venue and, again, the focus should be on fun. The key mechanism for developing leadership skills is putting the young people in charge. During each session, young people will take turns to plan, deliver and review their own activity, such as a warm-up, coaching drill, match or tournament. They will be responsible for organising the equipment, controlling the group of their peers, picking sides, explaining the rules and refereeing. This approach gives young people a practical experience of leadership – and their performance will be reviewed by both the tutor and other participants to support ongoing learning.

4. MONITOR AND EVALUATE THE ACTIVITY

Ensure effective monitoring and evaluation of your course by recording the number of young people who complete the qualification versus the number that first attended; and by requiring young people to complete evaluation forms half-way through and at the end of the course reflecting on how they have changed or improved.

Sport 4 Life UK also uses the Outcomes Star (www.outcomesstar.org.uk), an evidence-based monitoring tool developed by professionals – if a similar tool is available in your country, consider using it.

5. ONGOING SUPPORT

Don't forget about the young people once the course has finished. Where possible, provide ongoing support such as weekly mentoring or referrals into other activities, to ensure young people are fully supported on their journey back into education, employment or training.

A leadership course can be delivered as a standalone qualification – but Sport 4 Life UK uses it as one part of a wider football-based employability programme, which includes football sessions, mentoring, job coaching, workshops, volunteering, social action projects, CV writing classes and mock interviews.

This offers young people a broader, more holistic service to meet their needs.



TOP TIP

- > When you are looking for a qualification to deliver, do your research – pick a course that will have the best impact for your organisation and your young people
- > Don't be afraid to trial different delivery methods and timeframes for the qualification – find the approach that suits your organisation and the young people best

MENTORING

SARI

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

SARI provides a blended mentoring and self-assessment service for NEET young people from ethnic, cultural and religious minorities. This service matches young people with a mentor, who provides both face-to-face and online support. These interactions focus on self-assessment, tasking the young person with analysing their personal strengths and weaknesses, setting priorities and targets, and reviewing their progress on a week-by-week basis.

The mentor will facilitate the discussions and support or challenge the young person, where necessary. This process directly enables young people to develop vital soft skills in critical thinking and self-awareness.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

The young people SARI works with have poor self-esteem, low confidence levels and, in some cases, serious mental health issues including post-traumatic stress syndrome. These young people are marginalised, vulnerable and subjected to racism, Islamophobia, sexism, and physical and mental bullying in their everyday lives. Most of these young people struggle to find work and are severely disadvantaged in terms of social mobility. They also often do not understand or have the skills of critical thinking, self-awareness and self-management they need to overcome these barriers and progress in their careers.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of this activity is to engage NEET young people in a process of one-to-one and online mentoring that enables them to learn and practice the principles of critical thinking and self-awareness. Direct outcomes of this work will be that the young person is better able to set simple, achievable career goals, critically analyse their progress and their strengths and weaknesses, and to increase their resilience to setbacks.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

SARI delivers this activity for both male and female NEET young people, generally aged 18-20, from a range of ethnic, cultural and religious backgrounds. Participants are predominantly recruited from SARI's regular, weekly football activities, by being referred to the mentoring activity by the football coaches. The mentoring scheme is also promoted through social media.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| mentors | experienced volunteers to directly work with young people | ✓ | |
| mentoring coordinator | a head mentor to support and train the other mentors | | ✓ |
| FACILITIES | | | |
| meeting rooms | for one-to-one mentoring meetings with young people | ✓ | |
| EQUIPMENT | | | |
| computers or tablets | for Skype mentoring sessions with young people | ✓ | |
| MATERIALS | | | |
| forms and policies | guidance and rules for mentors to follow paperwork to be filled out by young people records of each mentoring session | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN ACTIVITY AND DEVELOP MENTORING POLICY

Sit down together as a team and carefully plan your activity. Ask yourselves questions such as:

- > how often will each mentor and young person meet up?
- > where will the meetings take place?
- > what qualifications and training do the mentors need to have?
- > do we need to carry out criminal record checks on mentors? (this is required by law in Ireland, where SARI operates, if mentors are working with children or young people)
- > how will we train and supervise the mentors?
- > what paperwork will the mentors and young people complete?
- > what will each session consist of – open discussions or a set topic led by the mentor?
- > what session plans will be needed?
- > what rules and procedures will the mentors need to follow?

Once you have your answers to these questions, the structure and approach of your activity will become clearer. For example, SARI considered these questions and decided that each mentor will work with one young person, meeting face-to-face fortnightly with Skype and email contact in-between. SARI also worked with a partner organisation – Athena Mentoring Collective – to develop a set of strict procedures to ensure contact between mentors and young people is safe and appropriate.

Finally, you need to recruit young people to participate in the programme and ensure you have the necessary infrastructure and resources in place.

2. RECRUIT AND TRAIN MENTORS

You can recruit mentors in a number of ways, such as training existing volunteers (e.g. football coaches) to be mentors, placing adverts online or in local volunteer centres, or working with a partner organisation specialising in mentoring. All new mentors should receive adequate in-house training – and ideally access to a formal mentoring qualification – and be required to formally sign to confirm their acceptance of the organisation’s mentoring policy, procedures and rules.

3. DELIVER THE ACTIVITY

Carefully match the right mentor with the right young person, in an attempt to ensure the pair build an effective working relationship, and then simply allow the mentors to meet up regularly with the young people. The mentors should follow any sessions plans created and carry out set tasks that directly support young people to increase their self-awareness and critical thinking skills. These could include: discussions on goal-setting, self-analysis of personal strengths and weaknesses, or reflecting on setbacks and how to react differently in the future.

The mentoring coordinator should stay in regular contact with both the mentors and young people to check how the activity is going and address any problems. More formal reviews could, for example, take place every month, with the mentoring coordinator checking the paperwork filled out and providing support where necessary.

4. MONITOR AND EVALUATE THE ACTIVITY

Collect basic data by using mentor log books to record the time spent between each mentor and young person; and then use interviews, questionnaires and focus groups to capture evidence of the impact the mentoring activity has had on the lives of the young people.



TOP TIP

- > work with partners who are experts in the field of mentoring
- > take time to assess the needs, assets and aptitudes of each young person

SPORTS COMMENTATORS

SPORT DANS LA VILLE

WHAT IS THE ACTIVITY?

Sport dans la Ville’s Sports Commentators activity teaches young people how to give commentary on a sports match, through a range of workshops on topics such as improvisation and verbal fluidity techniques, as well as practical commentary exercises. This is a fun and appealing activity for young people interested in sport – and it directly improves their communication skills. At the end of the activity young people are more confident at communicating, have a broader range of language and know how to adapt their wording for different situations. These skills are directly transferable to real-life situations, such as job interviews.

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✓ |
| HARD SKILLS | ✓ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people struggle with their communication skills - they use colloquial, inappropriate language (e.g. slang or swearing) in professional environments, are scared of speaking in public, and are incapable of adapting their communication style to a formal or work setting.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The Sports Commentators activity aims to support young people to:

- > improve their verbal communication skills and improvisation techniques
- > develop critical thinking skills
- > improve their self-confidence
- > learn more about the world of journalism and gain relevant work experience

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Sport dans la Ville refers young people from its regular sports and football sessions into the Sports Commentators activity. It uses a variety of methods to increase recruitment including: delivering a presentation to young people about the benefits of the activity, getting football coaches to promote the project to their participants, and using past participants of Sports Commentators to encourage other young people to sign up.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|--------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| project coordinator | qualified member of staff to plan and deliver the activity | ✓ | |
| partnership manager | a senior or member of staff responsible for building partnerships with sports television or radio companies – this role could also be carried out by a project coordinator | | ✓ |
| TV celebrity | a famous TV commentator to attend workshops and be a role model to the young people | | ✓ |
| external facilitators | specialist tutors to deliver certain workshops | | ✓ |
| FACILITIES | | | |
| meeting rooms | for the delivery of workshops | ✓ | |
| EQUIPMENT | | | |
| video camera | to record young people’s performance for self-review | ✓ | |
| Television | to show live sport or recordings of sports matches | ✓ | |
| Minibus | to transport young people to special, end of project trips | | ✓ |
| MATERIALS | | | |
| session plans | created by project coordinators to ensure activity is well-planned | ✓ | |
| powerpoint presentations | to ensure workshops are delivered according to session plan | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Work with your colleagues to design the content and timetable of the activity. Sessions plans should be written for each workshop, focusing on topics such as improvisation techniques, verbal fluidity techniques, the world of journalism and commentary techniques.

2. ENGAGE TV OR RADIO COMPANIES

Videos should be prepared for practical sessions, where young people watch a sports match and deliver commentary in front of their peers. Special trips relating to the activity should also be planned into the timetable, where possible. Sport dans la Ville, for example, takes young people to the Canal+ television centre in Paris and the press gallery at the Olympique Lyonnais football stadium.

Others planning tasks include: booking facilities, recruiting and training staff, buying resources, organising special trips, preparing paperwork and forms, completing risk assessments, and working with partner organisations.

Approach television or radio companies and ask if they would be willing to support your activity by, for example, allowing young people to visit the recording studio or providing a presenter or commentator to deliver a workshop. It will not always be easy to partner with a company, but your chances of success can be increased by ensuring there will be tangible benefits for the firm such as publicity in the local press.

3. DELIVER THE ACTIVITY

Deliver the activity, in line with the session plans and timetables you have created. Theory workshops should be delivered in a classroom environment, but ensure they are fun and interactive – for example, show participants humorous video clips of times professional commentators have made errors. Practical sessions should take place regularly, as this is the most exciting element of the activity as well as the best chance to learn.

Give every young person an opportunity to commentate on different types of sports matches, record their performance, and then hold group discussions to review their strengths and weaknesses. Repeat over a number of weeks and support young people to improve and develop with time. Special trips, as explained above, should also be delivered towards the end of the project as both a reward for the young people and a chance for them to gain a better insight into the real-life career of sports journalism.

4. MONITOR AND EVALUATE THE ACTIVITY

Firstly, record basic quantitative data such as the number of young people engaged and the percentage of sessions completed through attendance forms. Secondly, collect qualitative data on the activity’s impact – such as improvements in confidence, critical thinking and communication skills - through evaluation forms completed by the young people and progress reports completed by the staff.



- > use positive testimonies from past participants to help recruit new participants
- > support young people to dream and aim high
- > engage a celebrity or TV personality to make young people feel valued

MENTAL HEALTH WORKSHOP

ALBION IN THE COMMUNITY

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

Albion in the Community delivers mental health workshops that aim to reduce the stigma of mental health problems and encourage NEET young people to speak openly about mental health. The workshops cover a range of topics including learning how stress affects you, identifying the triggers and early warning signs of anxiety, and following the 'Five Ways to Wellbeing' model. These workshops directly enable young people to recognise their strengths, improve their confidence and self-esteem, self-manage their emotions and thoughts better (e.g anger management), learn to be more mindful, and increase their resilience to deal with life's little problems and stresses.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people have poor self-esteem and a range of mental health problems. This means they are not fully aware of their own abilities, struggle to cope with the normal stresses of life, cannot work productively or fruitfully (because they are excluded from the labour market), and are unable or don't want to make a positive contribution to their own community.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The first aim of the mental health workshops is simply to start honest, open conversations with NEET young people about their mental health. Thereafter the aim is support participants to:

- > increase their motivation to participate in physical activity
- > improve their mental health and well-being
- > recognise how stress affects their lives
- > learn techniques to better deal with stress
- > increase their resilience to cope with problems in life
- > become more self-aware of their strengths and talents

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Albion in the Community delivers its mental health workshops to young people, generally aged 19 to 30, who have low self-esteem and a variety of mental health problems. Participants are directly recruited from Albion in the Community's regular football sessions, with football coaches referring young people they feel would be interested in and benefit from the workshops.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|---------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| project coordinator | qualified member of staff to plan and deliver the activity | ✓ | |
| volunteers | extra people to help with the project delivery | | ✓ |
| mental health specialists | external specialists to support and assist with workshops | | ✓ |
| FACILITIES | | | |
| indoor classroom | for the delivery of workshops | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | the desks, projectors, whiteboards etc needed to deliver workshops | ✓ | |
| MATERIALS | | | |
| session plans | created by project coordinators to ensure activity is well-planned | ✓ | |
| learning packs | hand-outs and information for young people | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

It is unlikely that you will have all of the specialist knowledge required to write, structure, timetable and plan a series of mental health workshops – so partner with and get advice from mental health practitioners.

They will be able to advise you on best practices regarding mental health and may be able to recommend well-established, pre-existing tools that could be integrated into your workshops. Albion in the Community, for example, uses the Five Ways to Well-Being tool, which was created by the New Economics Foundation, to structure some of its workshops. Ensure you have a detailed plan – including powerpoint presentations, ice breakers, games, tasks, discussion topics, workbooks and handouts – for each workshop and practice your delivery in advance. The more preparation you do in advance, the better.

Others planning tasks include, for example, booking facilities, recruiting and training staff, preparing resources, recruiting participants, working with external facilitators and specialists, and preparing paperwork and forms.

2. DELIVER THE ACTIVITY

Use your detailed session plans to deliver the activities as planned – but use your initiative and adaptability to react to the needs of the group. The best approach is to ensure workshops are interactive and fun, as well as outcome-focused and informative.

Albion in the Community achieves this by: combining classroom activities with football taster sessions, as a means to explore the links between exercise and mental well-being; encouraging a positive, supportive atmosphere between participants, meaning peer support is available to those struggling; helping young people create a tangible action plan for their well-being with simple, achievable changes they can make in their lives; and using interactive games, such as the ‘stigma ball game’ which makes it easier for young people to speak out about their problems.

3. MONITOR AND EVALUATE THE ACTIVITY

Research any formally accredited, professionally designed monitoring tools available in your country and use the best one available. Albion in the Community, for example, uses the Well-Being Star questionnaire (<http://www.outcomesstar.org.uk/using-the-star/see-the-stars/well-being-star/>), which is completed by participants at the start and end of the programme. This tool enables Albion in the Community to statistically track changes in young people’s mental health across eight areas: lifestyle, looking after yourself, managing symptoms, work, money, where you live, family and friends, and feeling positive.



TOP TIP

- > let go: encourage participants to plan their own path forward with the guidance of the coach, rather than the coach just telling them what to do
- > peer-led problem solving: encourage participants to share their experiences and motivate them to help others come up with solutions to their problems
- > be realistic: make sure that your participants’ desired outcomes are achievable and assessable – think about how you might assess the outcomes as you write for them and get rid of any which are vague, unclear or unassessable
- > language: try to use language that people will understand (e.g. “depression”) – try to avoid jargon and abbreviations and try to pitch the language as simply as possible
- > limitations: while we bring our wide experience of sports psychology to the workshops, we are not psychologists, so if you are not sure of what advice to provide an individual, speak to someone who is more qualified to help

FOOTGOLF
RED DEPORTE

WHAT IS THE ACTIVITY?

Footgolf is a combination of football and golf that involves kicking a football into a hole. The aim of the game, which is usually played on a specialist Footgolf course but can also be played on an improvised, self-built course, is to get the ball into the hole in as few shots as possible. Red Deporte uses footgolf to teach NEET young people soft skills. Each hole is given a different “lesson” – such as teamwork, communication and trusting others – and the coach leads discussions about this topic at the end of each hole. In this way important soft skills are integrated seamlessly into a fun and simple activity.

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | × |
| HARD SKILLS | × |
| ENTREPRENEURIAL SKILLS | × |

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people are living “outside” of the system and have a hopeless vision for their future. They have poor self-esteem, low levels of physical activity and lack soft skills. They need support to improve their physical and mental health and well-being.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

- Red Deporte uses footgolf to improve NEET young people’s soft skills by teaching them to:
- > set objectives and prioritise value
 - > trust others
 - > believe in their abilities
 - > increase their self-confidence
 - > adapt to change
 - > work collectively towards a common team goal
 - > commit to the goals of the team, rather than focus on selfish individual goals

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Red Deporte’s footgolf trips engage NEET young people who are at risk of exclusion in society. Participants are recruited from Red Deporte’s regular football sessions and through referrals from partner organisations.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|--------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| project coordinator | a fully qualified member of staff to coordinate the activity | ✓ | |
| volunteers | extra people to help with the project delivery | | ✓ |
| FACILITIES | | | |
| footgolf facility | an external footgolf course you can visit, or an improvised, self-built course | ✓ | |
| EQUIPMENT | | | |
| footgolf equipment | if you need to create an improvised course, you will need balls, cones, flags and bins (an external course will usually provide all of the equipment needed) | ✓ | |
| MATERIALS | | | |
| learning materials | lesson plans, paper and pens for soft skills lessons | ✓ | |
| OTHERS | | | |
| camera or video recorder | to take photos and videos of the activity | | ✓ |
| minibus transport | to travel to the external footgolf course | | ✓ |
| Refreshments | snacks, food and drinks for young people | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Research if there is a footgolf course in your area and, if yes, organise a trip for your young people. Basic planning tasks will include arranging transport, booking the footgolf facility, briefing staff and volunteers, and recruiting participants. If a course is not available nearby, then set about planning the creation of an improvised course. This can be done on any football pitch or sports ground, using cones to mark off spaces as “holes” or using overturned bins for the footballs to be kicked into.

Another key planning task is to write session plans for the soft skills lessons that will be integrated into the footgolf activity. Work as a team to think about the best way to do this, ensuring the lessons are fun, interactive, thought-provoking and relate to real life. An example would be to blindfold the young person kicking the ball and tasking the other young people with providing verbal instructions on the direction and power of the shot, thus encouraging communication and teamwork.

2. DELIVER THE ACTIVITY

Once you have arrived at the footgolf course (or improvised course), split the young people into small groups (e.g. five teams of four young people). Staff should brief young people on the soft skills lessons of each hole and one volunteer should accompany each team to control the group and provide guidance where needed.

Scores should be recorded, in order to provide healthy competition, and the winners will be announced at the end of the activity. But the main goal is how young people react to the soft skills lessons and a closing briefing session should be held for all participants to exchange experiences and analyse what has been learnt.

3. MONITOR AND EVALUATE THE ACTIVITY

The impact of the activity can be measured through:

- > satisfaction surveys completed by participants
- > a follow-up meeting held a week after the footgolf trip where young people discuss the lessons learnt from the activity and how they can be applied to their daily lives



TOP TIP

- > take a camera to record the activity and promote it on social media
- > if running a special trip to a footgolf course, remember to plan travel and food arrangements for the young people
- > staff and volunteers should be flexible and respond to the needs and attitudes of the young people
- > where possible visit an external footgolf course – this will take young people out of their comfort zone, helping to reinforce the learning process
- > run your trip on a weekday to avoid busier weekends at the footgolf course
- > run your trip during summer when there is a better chance of good weather
- > when splitting young people into teams ensure this is done in an equitable way, reinforcing the diversity of gender, religion and race

MENTORING

SPORT DANS LA VILLE

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✓ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✓ |

WHAT IS THE ACTIVITY?

Sport dans la Ville’s mentoring scheme matches NEET young people with a mentor from the business world. The mentor is not a parent, teacher or relative, but still spends lots of time with the young person and provides advice and guidance for free. This support can focus on more personal issues, such as the soft skills of confidence, self-discipline, self-awareness, decision-making, resilience or motivation; or on more practical matters including what college courses are available or how to find a job vacancy in a particular sector. The young person and mentor will meet up face-to-face at least once a month over a year, as well as communicate regularly by phone and email.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Mentoring is offered to NEET young people from disadvantaged backgrounds who need personalised, one-to-one support to achieve their goals. Participants are recruited from Sport dans la Ville’s regular football sessions. The recruitment process involves in-depth discussions with the young person to ensure they are mature enough to meaningfully engage with the programme and that it is not too soon for them to enrol.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people come from families with low levels of academic attainment, where most of their relatives are either unemployed or in low-skilled, low-paid jobs. Consequently young people struggle to believe that they can achieve more. They lack self-confidence and self-esteem and do not have a support system to help them think outside of the box and reach their potential.

On a personal level, NEET young people lack some of the vital soft skills to succeed in life and need support to develop these. On a more practical employability level, young people lack family members who can provide advice or support on education and employment issues. Consequently NEET young people have a negative view of the business world, do not believe in their own potential and capabilities to succeed in business, and see long-term studies and professional vocations as unachievable. Young people also do not understand the culture of business, such as how to talk to colleagues or what to wear to work.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of the mentoring activity is to support NEET young people to:

- > increase their soft skills
- > improve their confidence and self-esteem
- > gain personal, one-to-one advice on a variety soft skills
- > gain a better understanding of the business world and the reality of specific jobs
- > define their career goals more clearly
- > make better decisions about what training or studies they should undertake
- > develop a network of business contacts
- > increase their entrepreneurial skills

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| project coordinator | a fully qualified member of staff to coordinate the activity | ✓ | |
| mentors | business mentors to mentor the young people | ✓ | |
| FACILITIES | | | |
| meeting rooms | for one-to-one mentoring meetings with young people | ✓ | |
| EQUIPMENT | | | |
| computers or tablets | for one-to-one work with young people, if required | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. RECRUIT BUSINESS MENTORS

The first planning step is to recruit a number of business mentors. This can be achieved by contacting local businesses, especially those you have an existing link with, and delivering a presentation to their staff during a lunchtime break. This should include a Powerpoint presentation explaining the benefits of the scheme and examples (where available) of past success stories. Interested individuals should be asked to formally sign up to the programme for a minimum of one year and provide details about their background, where they work and where they live.

2. MATCH YOUNG PEOPLE WITH MENTORS

Work carefully to get the best match between a young person and mentor, in terms of personality, background, work experience, hobbies, availability and geographical proximity. For example, it makes sense to match a young person who dreams of becoming a newspaper reporter with a journalist mentor who lives in the same neighbourhood.

The mentoring process should be very clearly explained to the young person and the mentor, and a “moral contract”, which outlines appropriate behaviour, boundaries, the scheme’s expectations, and the young person’s goals, should be signed by both.

3. START THE MENTORING SESSIONS

The first mentoring session should be held at your organisation’s premises, in the presence of a youth worker or manager. This makes it easier for the young person, who might be frightened to meet an adult they do not know. During this meeting the young person and mentor can learn about each other and define when and where they will see each other in the future.

The mentor can then be left to continue the mentoring process on a monthly basis, with guidance from the project coordinator. Ideally the mentor will be able to provide practical, genuine support to the young person, such as helping them to improve their soft skills, define their career goals or sign up to a college course – and in some cases even provide work experience or a job at their company.

On top of the regular mentoring sessions, your organisation should organise a monthly fun activity for the mentors and young people, such as football matches or cultural outings. The mentor should be the only one told about the activities (through an online mentoring calendar with an online booking system) and can enrol the young person and themselves, when appropriate. These moments allow the mentor and young person to spend some quality time together away from formal discussions on education or employment.

4. MONITOR AND EVALUATE THE ACTIVITY

Measure the success of your mentoring activity by collecting bi-annual satisfaction surveys completed by both mentors and mentees; and by recording the number of young people who gain employment with the support of their mentor.



TOP TIP

- > create a mentoring folder for the young person, with details of the mentoring coordinator, your organisation and a calendar of events, to help them be more organised
- > organise fun activities for the mentor and young person to participate in together, such as football matches or special trips, as a means to building a closer, positive relationship
- > use www.doodle.com for mentors to enrol on activities
- > use Google forms for the assessment of the activity
- > ensure young people do not think the mentor will do all of the hard work for them
- > find a link between the young person and the mentor, such as a shared hobby
- > ensure the young person and the mentor are able to see each other regularly, in terms of their availability and transport
- > if the mentor wants to meet a young person in a cafe or restaurant, they need to make sure that the young person is comfortable with this situation – for example, if the young person cannot afford to pay for a drink, then the mentor should pay
- > let mentors know that it won’t work out every time – sometimes you can have the best mentor and the best young person matched but they may not “click” because it is a human relationship
- > reassure mentors that the young people are continually
- > if a young person and mentor are not bonding, for whatever reason, then simply re-allocate the young person a new mentor rather than persisting with a situation that is not working supported by other youth work professionals and any major issues or problems can be referred to them, if required

ALBION GOALS FOOTBALL SESSIONS

ALBION IN THE COMMUNITY

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

Albion Goals are regular football sessions for disadvantaged young people. Held on weekdays, the sessions include warm-ups and cool-downs, football coaching drills and skills development, and friendly matches. The activities are designed to meet the physical and psychological needs of the participants and are set at an appropriate level, while maintaining flexibility to increase activity intensity as participants improve. Competitive opportunities such as the Albion Goals six-a-side tournaments are also provided to motivate and inspire participants.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

The majority of NEET young people have drifted away from sport or become totally disengaged from physical activity, distracted by the lure of binge drinking and drug use. Alternatively, they may want to be more active but cannot afford the membership costs of joining a local sports club or leisure centre, so financial issues may prove a barrier.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The Albion Goals sessions aim to support NEET young people to exercise more regularly through football. This helps them to make positive lifestyle changes, from losing weight to cutting down on alcohol to ending their involvement in anti-social behaviour. Young people therefore will improve their physical health and mental well-being, and increase their soft skills such as confidence, self-esteem and behaviour. In the long-term the activity is also designed to be a springboard into training opportunities and, ultimately, to help NEET young people find employment.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Albion Goals engages NEET young people, aged 16+, who have multiple and complex needs such as drug and alcohol dependency, mental health issues, homelessness and long-term unemployment. Many of these young people come from marginalised families or deprived neighbourhoods, and live in supported or social housing.

Participants are predominantly recruited through a strong network of partner organisations – including housing associations, drug and alcohol rehabilitation projects, prison probation services, social services, mental health projects, job centres and football governing bodies – which all refer young people to Albion in the Community.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| football coaches | fully qualified coaches to deliver the football sessions | ✓ | |
| volunteers | extra people to assist with sessions and mentor participants | | ✓ |
| FACILITIES | | | |
| football facility | a pitch, park, sports hall, or green space for the delivery of sessions | ✓ | |
| EQUIPMENT | | | |
| football equipment | the balls, bibs, cones, goals etc needed to deliver football sessions | ✓ | |
| OTHERS | | | |
| football kit | boots, shorts and t-shirts for young people who do not have the correct kit to participate | | ✓ |
| minibus transport | free transport to ensure low income does not prevent young people attending the football sessions | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Simple planning should be carried out to ensure you activity is delivered safely and professionally, including:

- > recruiting and training football coaches and volunteers
- > booking football facilities and purchasing the required football equipment
- > developing a project timetable to include session dates, times and locations
- > writing session plans to include warm-ups, coaching drills and matches
- > writing risk assessments
- > booking transport, where possible
- > recruiting participants

2. DELIVER THE ACTIVITY

Run your activity, based on the timetable and session plans already created. Ensure the sessions are fun, enjoyable and appropriate for the level of the participants. As the weeks and months progress, build the intensity of the sessions and add in special tournaments and festivals to provide additional excitement and impetus to participants. It is also ideal to provide post-football sessions, such as soft skills workshops, cookery classes, mental health classes or accredited qualifications, which can help young people on their journey into employment.

3. MONITOR AND EVALUATE THE ACTIVITY

Record all quantitative and qualitative data on the project, using evaluation forms, questionnaires and one-to-one feedback from participants. It is best to collect information at the beginning and then at regular intervals throughout the project to accurately assess the changes affected in a young person. Albion in the Community uses an online monitoring tool to collect data.



TOP TIP

- > brand value: if you are associated with a recognised brand, such as a football club, use this recognition to your advantage to promote your football sessions
- > one size does not fit all: each individual referred to your football sessions needs to be supported on a bespoke basis by their coach, working alongside employability coaches, case workers and carers
- > be patient: you need to be patient and progress at a rate that is right for the player
- > gender: think about how you target women to become involved in accessing your project - if they have young children, think about how this will affect their availability, or if they have poor self-esteem, put the emphasis on fun and not on competitive games
- > believe: when you face setbacks with participants, remind yourself of the positive difference that football, and the surrounding culture, has made to the lives of those who have been a part of the project

JOB TRAINING

OLTALOM

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓ |
| JOB SEEKING SKILLS | ✓✓✓ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

Oltalom’s Job Training activity supports NEET young people to gain all of the job seeking skills they need, including searching for vacancies, writing a CV and performing well in an interview. The programme, which is delivered by qualified social workers and job coaches, consists predominantly of group-based activities. It is carefully planned in advance to ensure participants achieve the best outcomes. The key elements of the programme are:

- > career orientation – young people are supported to honestly explore and analyse their own competencies, interests and dreams, and to begin to define their career plans in a realistic and achievable way. This approach enables young people to better judge their own suitability for specific jobs and to make the right decisions for themselves.
- > job searching – young people are given lots of information on how to find job vacancies (e.g. which websites to use) and given the opportunity to practice searching using Oltalom’s computers. Coaches outline the three main channels for finding vacancies – job adverts, using networks and speculative applications – and also help young people to improve their telephone manner when contacting potential employers.
- > CV writing – coaches educate young people on the theory of writing of good CV, provide a well-structured template for participants to fill out, take a professional photograph of the young person for use in the document, and then provide individualised feedback
- > job interviews – young people learn about how to impress in job interviews, with tips provided on appearance, language, confidence and answering difficult questions. Participants are able to put their new theoretical knowledge into practice through mock interviews with the coach and their peers, using drama improvisation techniques. After the mock interviews young people can reflect on their performance and learn from their mistakes.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Before attending the programme, NEET young people:

- > are unsure of what kind of job is realistic for them
- > need support to set achievable targets
- > find it difficult to write a CV or job application form
- > only know a few ways to search for job vacancies (e.g. Google)
- > get embarrassed and nervous when calling prospective employers
- > lack confidence in formal situations, such as job interviews

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of this activity is to uncover what obstacles are preventing young people finding employment and to provide them with the skills, knowledge and motivation they need to overcome these barriers. By the end of the activity, young people will be:

- > more aware of their skills, strengths and desired career path
- > able to write a well-structured CV
- > more confident in job interviews
- > able to search for vacancies independently using various channels
- > far more likely to successfully gain employment

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

This activity is delivered to NEET young people of both genders and a variety of ages. Oltalom recruits participants by advertising the activities at its regular football coaching sessions and through social media.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|-------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| job coach | a qualified member of staff to plan and deliver the activity | ✓ | |
| social worker | a qualified member of staff to support project delivery | ✓ | |
| FACILITIES | | | |
| large indoor room | for the delivery of workshops and group sessions | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | the computers, desks, whiteboards etc needed to deliver classes | ✓ | |
| MATERIALS | | | |
| workbooks | educational materials, notebooks and folders for young people | ✓ | |
| session plans | created by staff to ensure activity is well-planned and effective | ✓ | |
| OTHER | | | |
| free lunches | an incentive for young people | | ✓ |
| transport reimbursement | to ensure low income does not prevent young people attending | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Work as a team to design the content and timetable of the activity. Detailed session plans should be written for each element – career orientation, job searching, CV writing and interviews – following the general approach of Oltalom described above. For example, a PowerPoint presentation of guidance, good and bad CV examples, and a blank CV template should all be created in advance to prepare for the delivery of a CV writing workshop. Ice breakers should be integrated into all session plans to ensure the activities are fun, interactive and creative, and the activities should also be personalised (e.g. allow young people to share information about their backgrounds, strengths, weaknesses, fears and dreams with other participants) to encourage a supportive, peer-to-peer environment.

Others planning tasks, which are generic to all activities, include: recruiting and training staff, booking indoor classrooms, recruiting participants, preparing equipment and resources, sourcing funding for lunches and travel reimbursements (if possible), and creating evaluation forms.

2. DELIVER THE ACTIVITY

Follow your session plans and deliver the activity to the best of your abilities. Start with career orientation sessions to first support young people to get a better idea of their ideal career path – this stage is less “teachable” but can be delivered through group discussions and one-to-one mentoring sessions. Then progress to practical workshops on topics including job searching, CV writing and interviews.

These activities should not just be theoretical – they should always involve young people directly practicing the skills. For example, don’t just give young people a list of websites for searching for job vacancies – instead, provide them with access to a computer and give them a challenge to find five vacancies they are qualified for in their chosen sector. Similarly, don’t just lecture young people on how to perform well in a job interview, instead run a series of mock interviews using role play that gives participants useful practical experience.

3. MONITOR AND EVALUATE THE ACTIVITY

The activity can be effectively monitored and evaluated by completing:

- > pre-activity questionnaires to map the needs of each young person
- > one-to-one interviews with each young person exploring in greater detail their current employment situation
- > anonymous evaluation questionnaires after each activity to enable young people to provide honest feedback on the content, tutor, venue and the skills they have (or have not) gained
- > post-activity one-to-one interviews to analyse and record progress – e.g. how many job applications has the young person submitted, how many job interviews has the young person attended, has the young person got a job, how long did they keep the job, etc

4. ONGOING SUPPORT

Where possible, provide continued one-to-one mentoring support to young people once the activity has ended or refer them on to other programmes. This ensures young people are not left alone to fend for themselves and instead receive the support they need to continue on their journey back into employment, education or training.



TOP TIP

- > don’t launch straight into CV writing classes or job interview training because many young people will not know what type of job they want – instead start by helping young people to become more self-aware, understand their strengths and weaknesses better, and define more clearly their desired career path
- > provide CV templates to support young people to create well-structured documents

NOTE: Fellow Team Up member Sport 4 Life UK also provides mock interviews for NEET young people and has developed a clever approach to ensure these interviews are as realistic as possible: young people have to submit a CV and application form for a fictional job in their chosen sector; they receive a letter inviting them to an interview held at the offices of a partner organisation; the young people have to find their own way to the interview on the correct day and at the correct time; and the interviewers are not Sport 4 Life’s youth workers but instead are staff from the partner business. Can you use any of these techniques to ensure your mock interviews replicate real-life?

ONE-TO-ONE JOB COACHING

RHEINFLANKE

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓✓ |
| JOB SEEKING SKILLS | ✓✓✓ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

RheinFlanke provides a holistic activity that supports young people to learn numerous different job seeking skills through one-to-one work with a qualified job coach. NEET young people receive individualised, bespoke support focusing on three main themes: how to independently search for and evaluate job adverts, how to successfully apply for jobs, and how to impress in a job interview.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Despite the services offered by schools and other organisations, socially disadvantaged young people generally have little or no access to individualised support during the transition from education to working life. These young people also lack the motivation and determination to access mainstream programmes, which are generally classroom-based and delivered in a very similar way to the school system, because they have had bad experiences of education in the past.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

This activity aims to support young people to learn the practical skills needed to find a vacancy on their own, submit a high quality application, attend a job interview and – ideally – begin an apprenticeship or job. A secondary aspect of the activity is to build the vital soft skills young people need to enter employment, including personal responsibility, resilience, anger management and teamwork.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

RheinFlanke works with young people, both male and female, who are classed as socially disadvantaged. Participants are referred to the one-to-one job coaching activity from RheinFlanke’s regular football and sport sessions, which are very popular in the local community.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| job coach | a qualified member of staff to plan and deliver the activity | ✓ | |
| FACILITIES | | | |
| indoor rooms | for the delivery of one-to-one job coaching sessions | ✓ | |
| EQUIPMENT | | | |
| IT equipment | computers and printers for young people to submit job applications | ✓ | |
| MATERIALS | | | |
| handouts | information materials for young people | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Recruit a team of staff who are suitably qualified and experienced to provide one-to-one support to young people on the labour market. A mentoring policy, which outlines a code of practice for mentors, should be written and distributed, and mentors should receive formal training in mentoring, where possible. Sessions with young people will inevitably be bespoke and individualised – but some basic meeting plans, notes and forms should be created to ensure everything runs smoothly. For example, tasks, games and challenges should be prepared in advance. Other key planning tasks should include: building strong partnerships with local job centres and other employment-related organisations, creating an activity timetable and structure, recruiting participants, booking facilities and preparing equipment and resources.

2. DELIVER THE ACTIVITY

NOTE: One of RheinFlanke's partner organisations also organises special job fairs that bring together NEET young people and a broad range of prospective employers. RheinFlanke takes young people to these events, which can open their eyes to other career opportunities, give them practical experience of speaking to (and listening to) employers, and in some cases support them to directly gain employment

Begin delivering one-to-one job coaching support to your young people, ensuring your staff adhere to the mentoring policy and follow the meeting plans created in advance. Regular reviews and support should be provided to mentors by their line managers. In terms of the activities provided by the mentors, the following guidelines should be followed:

- > How to independently search for and evaluate job adverts – young people should complete exercises such as 'find five vacant positions in the sector of youth work'. This gives them practical experience of job searching, both online and by calling employers. They should then be tasked with answering questions such as 'am I qualified for this job?', 'is this job right for me?', and 'how would I write a top quality application for this vacancy?'

How to successfully apply for jobs – mentors should educate young people on the theory of writing top quality CVs and application letters, providing guidance on both content and structure. Once young people have written their documents, mentors should provide bespoke feedback and support participants to make numerous improvements.
How to impress in a job interview – young people should first be tasked with thinking about and planning for a practice interview – what questions will be asked, what clothes should I wear, and how will my body language be interpreted by the interviewer?

Interviews should then simulated through role play, followed by a chance to reflect on what went well and what went badly. For example, if a young person was too shy and only gave short answers, the mentor should encourage them to be more confident and to say more during their next attempt.

3. MONITOR AND EVALUATE THE ACTIVITY

Record tangible, measureable outcomes achieved by the young people including: the number of full-time, part-time, casual or seasonal jobs gained and the number of young people who re-enter formal education or training courses. These are the hard outcomes that define how successful your activity is – for example, a project that supports 10 out of 15 participants to find long-term employment has, obviously, been more effective than a project supporting two out of 15 participants to do so. But other efforts, which are not as measurable (e.g. subtle changes in a young person's attitude or self-esteem), should still be recorded through mentoring session forms.



TOP TIP

- > always show honesty towards the young people
- > take young people's fears and needs seriously
- > provide closer support to young people during problematic episodes in their lives
- > demand young people always give activities their best effort
- > don't put too much effort into changing a young person's mind if they do not have a co-operative attitude

GET READY TO WORK ALBION IN THE COMMUNITY

WHAT IS THE ACTIVITY

Get Ready to Work is a two-day, high-profile event consisting of workshops, group sessions, one-to-one mentoring and expert presentations designed to help build NEET young people's confidence and improve their employability. This intensive approach provides young people with a significant dose of inspiration, motivation and support in a short space of time. Participants are introduced to a range of potential job opportunities open to them, while workshops cover topics including CV writing, how to search for vacancies, the importance of social media privacy, and interview techniques. Albion in the Community, which is the official charity of a professional football club, is able to deliver this activity at an inspiring venue – the American Express Community Stadium.

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓ |
| JOB SEEKING SKILLS | ✓✓✓ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people in the area, which has a higher level of unemployment than the national average, find mainstream training courses too formal and intimidating. This obstacle prevents many young people fully engaging with training opportunities and thus prevents them getting back into work. Low self-esteem and other mental health issues can also exacerbate this problem.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

Get Ready to Work aims to establish unemployed young people's goals and aspirations and to provide them with the expert professional knowledge, support and resources they need to increase their likelihood of being offered a job. The activity's key objectives are to:

- > reduce the number of unemployed young people in the local community
- > create an accessible academic learning environment for young people who perform badly in mainstream education
- > improve the mental and physical wellbeing of young people
- > strengthen the local economy by reducing unemployment levels

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

This activity is open to young people, aged 19 and over, who are looking for the skills, resources and confidence to find work or pursue a new career. They are recruited predominantly through Albion in the Community's other projects, such as its regular Albion Goals football sessions. The activity is also widely promoted and marketed at job centres across the region and through social media, partner organisations and press releases distributed to the local media.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| job coach | qualified members of staff to deliver the employability activities | ✓ | |
| football coaches | qualified members of staff to deliver the football activities | ✓ | |
| project manager | a qualified member of staff to coordinate and organise the activity | ✓ | |
| corporate volunteers | to give participants an insight into the business world | | ✓ |
| external facilitators | to deliver specialist workshops | | ✓ |
| FACILITIES | | | |
| large function room | for large-scale group activities and event management | ✓ | |
| smaller meeting rooms | for individual workshops and mentoring sessions | ✓ | |
| sports facility | for fun sports activities | ✓ | |
| EQUIPMENT | | | |
| venue equipment | the equipment – e.g. PA system, wireless internet, projector, screen, chairs, desks, tables, etc – needed to deliver a top quality event | ✓ | |
| MATERIALS | | | |
| handouts | information materials for participants | ✓ | |
| OTHER | | | |
| minibus | to transport participants to the event from different areas | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

Planning is, naturally, a crucial stage of putting on a successful event and should begin at least three to six months prior to the event. Albion in the Community's key planning tips include:

- > book a high-profile venue which can inspire and excite participants
- > book a venue which can showcase real-life employment opportunities to participants – e.g. Albion in the Community introduces young people to the numerous job opportunities, such as stewarding, security, ticketing, hospitality, retail and ground-keeping, that are available at the football stadium
- > engage corporate partners who can provide sponsorship or funding
- > recruit corporate volunteers to deliver workshops on their area of expertise or provide one-to-one mentoring to participants
- > create detailed session plans and timetables for the entire event
- > hold pre-event meetings with all delivery staff and volunteers to brief everyone on the event and ensure they are happy with their roles and responsibilities
- > recruit participants

2. DELIVER THE ACTIVITY

Deliver the activity, following your plans closely. Albion in the Community starts day one of the event with a stadium tour, Q&A sessions with staff and corporate volunteers and an interactive group discussion enabling participants to outline their aspirations, followed by a fun five-a-side football match, lunch and an afternoon of workshops covering job searching and social media. The latter explores the importance of social media privacy to ensure a prospective employer will not be able to see inappropriate material (e.g. drunken photos) once a young person has applied for a job. Day two includes a tour of the various employment opportunities at the stadium, talks by corporate volunteers, workshops on CV writing and job interviews, and a final session for participants to reflect on the two-day event. You may be able to follow a similar structure or adapt it, depending on your own event's specific facilities and circumstances.

3. MONITOR AND EVALUATE THE ACTIVITY

Collect data at the beginning and end of the two-day event in order to assess the changes achieved by the activity. For example, at the start of the activity ask participants to complete an evaluation form with questions such as: from one to five (one = not at all, five = very), how confident are you of finding a job in the next six months, or how capable are you of writing a good CV? The same question can be asked at the end of the project to quantifiably measure any positive impact across a number of areas. Tangible outcomes – such as the numbers of young people who re-engage with employment or training – should also be tracked. This can be achieved by contacting participants at regular intervals after the event (e.g. every three months) to check if their personal employment situation has changed and recording the details. Albion in the Community carries out all this evaluation through an online monitoring tool called Views (<http://www.substance.net/views/>).

4. ONGOING SUPPORT

Stay in touch with participants, refer them on to longer-term activities and provide one-to-one support. This can ensure young people make the most of their increased motivation to re-engage with employment or education, rather than slipping back into apathy.



TOP TIP

- > timing: make sure recruitment and delivery is set at the right time of year
- > avoid a school-like approach: make the programme interactive as much as possible - there should be no lecturers
- > be bespoke: tailor the programme to meet the needs of the individual – for example, sit with individuals and explain what would be needed to fulfil a particular job role
- > business support: invite local business to adopt or sponsor your event so that they can drive recruitment, and give practical support on the day
- > physical activity: most participants will be recruited through a sporting environment so it is a good thing to break up the day with a physical activity, such as a friendly five-a-side football match



BEST PRACTICES: HARD SKILLS

INTERNSHIPS
CAIS

EDUCATION REFERRALS
OLTALOM

IT QUALIFICATION
CAIS

VOLUNTEERING
RHEINFLANKE

INTERNSHIPS

CAIS

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✓✓✓ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT IS THE ACTIVITY?

CAIS helps NEET young people to gain work experience through internships with host companies. Participants complete a full week of work – eight hours per day for five days – and are given practical duties and responsibilities that replicate a real-life job. Each young person is carefully matched to the best company for them, depending on their personal career goals. An employee of the host company will support and mentor the young person, ensuring they learn as much as possible. CAIS oversees the placement process and also continually works to expand the network of businesses willing to offer internships to NEET young people.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people, who have low educational levels and come from socio-economically deprived backgrounds, are stuck in a vicious cycle. They need a job to get work experience, but they can't get a job because they don't have any work experience. Many NEET young people search for jobs for many months and submit numerous applications without success. They are left frustrated and with a low sense of self-worth. In the end they stop looking for employment and instead become dependent on benefits.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The principle aim of the activity is to improve the work experience levels and soft skills of NEET young people through internships. A secondary aim is to inspire companies to become more socially responsible and more willing to provide both unpaid internships and paid job opportunities to disadvantaged young people.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

The internships are for NEET young people, aged 18 and over, who have low educational levels, a lack of soft and hard skills, and who live in socially vulnerable situations – but who are deemed ready to complete an internship by CAIS's social workers. This process ensures NEET young people who have not yet improved their soft skills to a sufficient level do not become frustrated by taking on an internship that is beyond their current capabilities.

Young people are referred into the internship scheme from CAIS's broader employability programme, as well as from partner organisations. Recruitment is very targeted and involves one-to-one interviews with each young person to ensure they are interested in the internship opportunity available.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| social workers | qualified members of staff to deliver the employability activities | ✓ | |
| project coordinator | a qualified member of staff to build a network of host companies | ✓ | |
| company volunteers | a qualified member of staff to coordinate and organise the activity | ✓ | |
| FACILITIES | | | |
| none | all facilities are provided by the host company | ✓ | |
| EQUIPMENT | | | |
| none | all equipment is provided by the host company | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLAN YOUR ACTIVITY

It is impossible to deliver a successful internship scheme without the support of a strong network of host companies. Building this network, therefore, is a vital task that should be carried out by a project manager or project coordinator.

This may involve visiting companies, explaining the benefits of the activity, and then signing them up for a specific type and number of internships. Once a pool of companies has been signed up, each business can be matched to a young person who is interested in that sector.

2. PLANNING

Various planning and administrative tasks should be carried out, including:

- > providing details of the internship to the young person – e.g. dates, times, location etc
- > providing details about the young person to the host company – e.g. qualifications, career goals, soft skills that need improving etc
- > ensuring the host company has designated a set member of staff to oversee the internship
- > offering advice and guidance to the company contact on how to effectively host an internship, such as providing daily feedback to the young person, facilitating a review discussion at the end of the week, and writing an evaluation report post-internship

3. DELIVER THE INTERNSHIPS

A member of your staff should oversee the internship process, staying in contact with both the young people and the host companies to deal with any issues that arise.

4. MONITOR AND EVALUATE THE ACTIVITY

Stay in touch with participants, refer them on to longer-term activities and provide one-to-one support. This can ensure young people make the most of their increased motivation to re-engage with employment or education, rather than slipping back into apathy.

5. ONGOING SUPPORT

CAIS offers internships as one part of a broader employability programme. After the internship, young people should be offered one-to-one mentoring guidance or referred on to other employability activities. An ideal scenario, where possible, would be to support the young person to apply for a vacancy at the host company where they completed an internship, thus giving them a higher chance of being successful. Alternatively, young people who have impressed during internships could be offered volunteering roles, apprenticeships or paid employment at your organisation, if available.



TOP TIP

- > have a pool of diverse companies willing to provide a variety of internships
- > build good relationships with the staff at the host companies
- > carefully match young people with the best company for them
- > make sure young people are ready to complete an internship, otherwise they might be exposed to an environment they can't handle or become frustrated and de-motivated
- > tell young people to contact you every time they have a problem – if they don't deal with issues quickly, young people may quit or have a negative internship experience
- > encourage young people to take the internship seriously by reminding them it could be the bridge leading from unemployment to full-time work

EDUCATION REFERRALS
OLTALOM

WHAT IS THE ACTIVITY?

Oltalom helps NEET young people who have not completed mainstream education to re-enrol at school or college and to complete their studies. Oltalom does not deliver the educational courses – instead it has built strong, close relationships with a range of educational institutions and refers its participants to these organisations. This process helps disadvantaged young people to gain the basic educational qualifications they need to be eligible to apply for jobs.

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✗ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✓✓✓ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Many NEET young people have struggled educationally, dropping out of secondary education or failing to finish their studies. Even for low-skilled jobs, completing school is a basic requirement – so NEET young people are often ineligible to apply or highly unlikely to get the job. This creates a significant barrier to employment. Furthermore NEET young people find it difficult to re-engage with education because studying full-time is unrealistic while evening classes for adults are rarely offered.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of this activity is to support young people to re-engage with primary or secondary education by referring them to partner educational institutions. Young people can then gain their school qualifications (e.g. diploma) and, ultimately, have a much better chance of finding a job.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

This activity is delivered to NEET young people of both genders and a variety of ages. Oltalom recruits participants by promoting the opportunity at its regular football coaching sessions. Recruitment is a targeted process focusing specifically on young people who have failed to complete primary or secondary education.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|-------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| project manager | a senior member of staff to build partnerships with schools | ✓ | |
| job coach | a qualified member of staff to plan and deliver the activity | ✓ | |
| social worker | another qualified member of staff to support project delivery | ✓ | |
| volunteers | to deliver extra school lessons on a range of topics | | ✓ |
| FACILITIES | | | |
| classroom | for delivery of extra lessons | | ✓ |
| meeting rooms | for meetings with young people | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | computers, desks, whiteboards etc needed to deliver extra lessons | | ✓ |
| MATERIALS | | | |
| workbooks | educational materials for extra lessons | | ✓ |
| OTHER | | | |
| transport reimbursement | to ensure low income does not prevent young people attending | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. BUILD PARTNERSHIPS WITH EDUCATIONAL INSTITUTIONS

Building strong partnerships with a broad range of educational institutions, which you can refer NEET young people to, is a key task. This should be carried out by a project manager or project coordinator and may involve visiting schools or colleges, learning about their courses and establishing a positive relationship with their staff.

2. DEVELOP AND IMPLEMENT A REFERRAL PROCESS

A prospectus of different educational courses at different institutions should be developed and distributed to interested young people. This will clearly outline the different paths open to young people. Job coaches and social workers should be trained to ensure they have good knowledge of each of these opportunities and understand how to support young people to enrol at each institution – for example, application forms need to be filled out to sign up for secondary education at a particular school.

Job coaches and social workers can then provide bespoke, one-to-one support to young people, helping them to select the right course and to complete the enrolment process.

3. PROVIDE ONGOING SUPPORT

Once a young person has enrolled on a course, job coaches and social workers should provide ongoing support, including one-to-one mentoring. This process will ensure young people feel safe and supported during their studies and enable them to raise and deal with any difficulties. Job coaches and social workers should also stay in regular contact with the school, receiving updates on attendance levels and performance in any tests or exams. Where needed, volunteers should be engaged to provide additional lessons on subjects the young people are struggling with (e.g. English language classes or mathematics). This additional support can help young people to stay on track and not begin to feel de-motivated with their progress.

4. MONITOR AND EVALUATE THE ACTIVITY

The success of the activity can be monitored and evaluated by recording:

- > the number of young people signing up to an educational course
- > the number of young people completing an educational course
- > the number of young people gaining employment after finishing their educational course



TOP TIP

- > work hard to build close links with a range educational institutions
- > ensure you understand the educational needs of each young person through one-to-one meetings

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✗ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✓✓✓ |
| ENTREPRENEURIAL SKILLS | ✗ |

IT QUALIFICATIONS

CAIS

WHAT IS THE ACTIVITY?

CAIS provides weekly IT skills training sessions for NEET young people. These sessions, which are run by volunteers with digital expertise, help young people to improve their IT skills and ultimately gain a formal certificate in IT skills. In an increasingly digitalised world, this qualification will increase young people’s chances of gaining employment.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Some NEET young people have poor IT skills. In a world where more and more tasks are computerised, this can be a significant barrier to getting a job and young people with weaker IT skills will lose their competitiveness in the job application process.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of this activity is to increase young people’s IT skills so they can use computers independently, engage in the digital world, exercise their citizenship, learn more about their society and, ultimately, have a better chance of gaining employment.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

This activity is a targeted programme designed specifically for young people with poor IT skills. Many NEET young people will have excellent IT skills and be competent at using computers, sending emails, searching Google and using social media – there is no need for them to attend these sessions. Instead, CAIS identifies young people on its wider employability programme that would benefit from the IT skills training sessions, and refers them to the activity.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|-------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| social workers | qualified members of staff to refer participants to the IT sessions and to oversee and coordinate the activity | ✓ | |
| volunteers | volunteers with digital expertise to deliver the IT training sessions | ✓ | |
| FACILITIES | | | |
| training room | for delivery of IT training sessions | ✓ | |
| EQUIPMENT | | | |
| computers | to enable young people to practice their IT skills | ✓ | |
| training room equipment | desks, chairs, whiteboard and projector etc for group sessions | ✓ | |
| MATERIALS | | | |
| workbooks | handouts to assist with young people’s learning | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLANNING

Key planning tasks will include:

- > recruiting volunteers with digital expertise to deliver the sessions
- > carefully writing session plans to ensure activities are interactive, fun and effective at supporting participants to improve their IT skills
- > establishing a project timetable – e.g. IT training sessions will take place every Monday from 5pm to 7pm all year
- > researching formal IT certificates and qualifications, learning how to deliver these courses and providing appropriate training to volunteers
- > booking facilities and arranging resources
- > recruiting participants

2. DELIVER THE ACTIVITY

Deliver the IT training sessions according to your plans. Depending on the level of the group, topics covered should include: how to use a computer, where to find files on a computer, how to surf the internet, how to create an email account and how to send an email. Session plans can be flexible - adapt what you deliver if the activities are proving too hard or too easy for the participants. Staff should provide continual support to the volunteers and check up on the project to ensure it is working effectively and being delivered professionally.

3. MONITOR AND EVALUATE THE ACTIVITY

Simply record the numbers of young people taking part in the sessions and the numbers completing the formal certificate or qualification in IT skills.



TOP TIP

- > ensure volunteers refer any social or personal issues raised by participants to the social workers, who are better qualified to deal with them
- > link your IT training to the Europass scheme, where possible
- > support young people to gain a formal certificate or qualification, in order to evidence their training development

VOLUNTEERING
RHEINFLANKE

WHAT IS THE ACTIVITY?

RheinFlanke provides volunteering opportunities to refugees, aged 18+, who have poor German language skills and are struggling to progress into education or work. The volunteers complete placements, of 21 hours per week for up to 12 months, on RheinFlanke's sport, social work and youth work projects. Volunteers carry out practical duties such as supporting qualified coaches to deliver football, basketball or dance sessions, and carrying out outreach work in refugee hostels. This process provides volunteers with vital work experience, while additional activities such as regular German language classes and one-to-one mentoring further help the volunteers to develop. The volunteer scheme is delivered in partnership with the German government and a regional volunteer centre.

OUTCOME AREAS

| | |
|------------------------|----|
| SOFT SKILLS | ✓✓ |
| JOB SEEKING SKILLS | ✓ |
| HARD SKILLS | ✓✓ |
| ENTREPRENEURIAL SKILLS | ✗ |

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Refugees lack the practical work experience they need to progress in life. They lack a good understanding of the working culture and norms in German society, and are in-need of a purposeful volunteering opportunity to fill their time while waiting to enrol at school or in secondary education. Many refugees also have poor German language skills.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

The aim of RheinFlanke's volunteering activity is to support refugees to:

- > increase their levels of practical, professional work experience
- > improve their soft skills such as confidence, leadership and teamwork
- > improve their language skills
- > improve their understanding of how the business world works in Germany
- > improve their understanding of how to act and communicate as an employee in a German company
- > integrate better into German society
- > overcome cultural and administrative barriers

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Volunteering placements are offered to refugees, aged 18+, who are interested in gaining practical work experience in the sectors of sport, youth work and social work. Participants are recruited through a volunteer centre and a government scheme. All participants are checked to ensure they meet the relevant immigration rules and are eligible to volunteer.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| project manager | a senior member of staff to coordinate and deliver the activity | ✓ | |
| academic | a freelance political scientist to evaluate the programme's success | | ✓ |
| FACILITIES | | | |
| rooms | for individual counselling and group coaching | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | tables, chairs and computers for sessions with volunteers | ✓ | |
| OTHER | | | |
| projects | to provide practical placements for volunteers | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PLANNING

A key planning task is to determine what volunteering placements you can offer. Work as a team to very clearly define the hours, days, times, roles and responsibilities of these opportunities. Then you can advertise the opportunities and recruit volunteers, working with a local volunteer centre and government programme, if possible. Other key planning tasks will include:

- > developing a volunteering policy
- > training staff on how to manage and support volunteers
- > working with a language school to provide additional language classes
- > organising or purchasing any required equipment

2. HOST THE VOLUNTEERING PLACEMENTS

Refugees can be placed in their relevant projects and begin volunteering. Their line managers should hold a weekly meeting with the volunteer to reflect on their work experience and discuss, in an honest and transparent way, any issues or struggles that are arising. Volunteers should be given the opportunity to fully integrate with your organisation's office and to meet other members of staff. Daily communication with their colleagues will directly support volunteers to improve their language skills rapidly. Additional language classes in partnership with a local language school should also be provided.

3. PROVIDE ONGOING SUPPORT TO VOLUNTEERS

Individual coaching should be provided to each volunteer once a month by a qualified mentor. This coaching will identify the volunteer's interests and strengths, as well as their educational and professional experiences, and support them to define their career goals, understand what is holding them back and develop a plan for progressing in the future. This will help volunteers to become more self-aware and to increase their self-confidence. In some cases, the mentor may support the volunteer to search for job vacancies and submit job applications.

4. MONITOR AND EVALUATE THE ACTIVITY

The success of your activity can be monitored through evaluation questionnaires completed by volunteers on a monthly basis, and by recording the numbers of volunteers who sign up for formal qualifications, re-engage with mainstream education or find sustainable employment.



TOP TIP

- > think very carefully about your selection of volunteers – check if it really is the right step for them at this time in their life
- > provide opportunities for volunteers to set up their own projects – after a long period of loss of control, taking “ownership” of a project can be an invaluable step to self-growth for refugees
- > build a close relationship with each participant – this will help to overcome challenges throughout their placement
- > provide opportunities for volunteers to self-reflect and discuss any issues that arise during their placement
- > clearly communicate rules and disciplinary procedures to your volunteers, so everyone is aware of expectations
- > ensure your volunteer scheme aligns with the labour law of your country
- > provide volunteers with a structured, professional work environment – this will help them to develop a routine in daily life, leading to improved health and well-being

ENTREPRENEURS DANS LA VILLE

SPORT DANS LA VILLE

OUTCOME AREAS

| | |
|------------------------|-----|
| SOFT SKILLS | ✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✓ |
| ENTREPRENEURIAL SKILLS | ✓✓✓ |

WHAT IS THE ACTIVITY?

Entrepreneurs in the City is a five-month entrepreneurship programme that supports disadvantaged young people to set up their own companies. Entry into the programme is competitive – prospective participants pitch their business ideas to Sport dans la Ville and the best 25 are selected. Each participant is given a free place at the prestigious EM Lyon Business School. They attend for two days a week over four months, benefitting from classes on marketing, commerce, finance and legislation. Additional workshops – including talks by successful entrepreneurs – are organised by Sport dans la Ville and at the end of the programme a celebratory ceremony is held. The three young people with the best business plans are given a cash reward to help launch their companies, while all participants receive ongoing business mentoring for the next two years.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

This activity is specifically for disadvantaged young people who have entrepreneurial skills and a business idea they want to launch. Recruitment is therefore very targeted. Sport dans la Ville advertises the programme through employability fairs, entrepreneurship associations and other partner organisations. Promotional flyers include the testimony of past participants and the successful results of past programmes, such as 160 jobs created since 2007, to showcase the real, life-changing impact the activity can have.

Young people interested in taking part must visit Sport dans la Ville, complete an application form and then, if selected, pitch their business idea to a panel of professionals. This panel, which consists of two entrepreneurs, a tutor from the business school and a representative from Sport dans la Ville, select the top 25 young people to join the programme.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

Often young people from deprived areas, including NEETs, do not believe it is possible to set up their own company. They have no role model entrepreneurs in their circle of family and friends and they lack a strong network of support in the business environment. Similarly, there is a misconception that you need vast sums of money to set up a company, partly because young people are unaware of the types of business advice, guidance and grants available to them.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

Entrepreneurs in the City aims to give disadvantaged young people the skills, knowledge and expertise they need to succeed in business. The key objectives are to support young people to:

- > develop a top quality business plan
- > launch a new business or expand an existing business
- > improve their self-confidence
- > increase their technical knowledge on commerce, finance and business models
- > develop a network of support from other entrepreneurs
- > gain a formal certificate from a prestigious business school

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|------------------------|--|-----------|-----------|
| HUMAN RESOURCES | | | |
| project manager | a senior member of staff to oversee activity | ✓ | |
| project coordinator | a member of staff to organise and deliver the activity | ✓ | |
| intern | a junior member of staff to assist the project coordinator | | ✓ |
| partnership manager | a senior member of staff to build links with business school and companies | | ✓ |
| business mentors | successful entrepreneurs to give talks and mentor young people | | ✓ |
| FACILITIES | | | |
| classroom | for delivery of workshops | ✓ | |
| meeting rooms | for meetings with young people | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | computers, desks, whiteboards etc needed to deliver workshops | ✓ | |
| MATERIALS | | | |
| curriculum | educational materials to guide delivery of activity | ✓ | |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. BUILD PARTNERSHIPS

A key aspect of Sport dans la Ville's activity is its partnership with a prestigious local business school, which provides much of the formal training to the young people, and it will be important for you to do the same. Start by contacting any local schools, colleges and universities that run entrepreneurship programmes and explain your idea for involving disadvantaged young people. Set up meetings and, hopefully, you will be able to forge a strong working relationship. Once an initial agreement is in place, then negotiate how the fees (if any) of the school will be paid and establish a timetable of learning with the school.

Building links with businesses and local successful entrepreneurs, who can deliver workshops, talk about their journey or provide one-to-one mentoring to participants, is also important. They can be recruited through networking and marketing and, where available, the dedicated work of a partnership manager.

2. PLAN YOUR ACTIVITIES

Create a programme curriculum with detailed session plans and a comprehensive timetable, in order to ensure your activities are well-planned and outcome-focused. This should cover both the formal lessons at the business school and the additional workshops. Other key planning tasks will include: recruiting and training staff, booking facilities, establishing a timetable with the partner business school and recruiting participants.

3. DELIVER YOUR ACTIVITIES

Work closely with the partner business school to provide participants with formal business training. This should be a well-structured and professional arrangement. For example, young people in the Entrepreneurs in the City programme attend the business school every Thursday and Friday for four months, receiving a structured timetable of lessons on a variety of topics.

They are given homework tasks, such as developing their business plan, and receive feedback and guidance from the tutors and professors. Additional workshops are provided by Sport dans la Ville, such as creative workshops to brainstorm business strategies, and a special celebration is organised at the end of the programme.

4. PROVIDE ONGOING SUPPORT

Ongoing support should be provided for up to two years, ensuring young people receive advice and guidance on their continuing entrepreneurship journey. Business mentors, such as successful CEOs, can provide one-to-one mentoring to budding entrepreneurs, while boot camps and lunches can be held to encourage entrepreneurs to meet and support each other. Where possible, a co-working office could also be set up, providing a convivial space for entrepreneurs to hot-desk and meet.

5. MONITOR AND EVALUATE THE ACTIVITY

The success of your entrepreneurship programme can be measured by collecting the following key data:

- > the number of young people who successfully create a company
- > the number of young people whose companies are still active after three years
- > the number of jobs created by the young entrepreneurs



TOP TIP

- > build a close partnership with a local business school
- > hold an informal lunch for participants and entrepreneurs so they can chat, share ideas and support and motivate each other
- > use professionals in the entrepreneurship sector to deliver workshops and activities

YOUTH-LED SOCIAL ACTION

SPORTS 4 LIFE UK

OUTCOME AREAS

| | |
|------------------------|----|
| SOFT SKILLS | ✓✓ |
| JOB SEEKING SKILLS | ✗ |
| HARD SKILLS | ✗ |
| ENTREPRENEURIAL SKILLS | ✓✓ |

WHAT IS THE ACTIVITY?

Sport 4 Life UK’s Youth-led Social Action programme gives NEET young people the opportunity to design, develop and deliver an activity that will benefit their local community. As a group, young people have the freedom to decide what their activity will be, where and when it will happen, how they will deliver it, and what roles and responsibilities each team member will have. Activity examples could include: organising a five-a-side football tournament; helping out at a homeless shelter; carrying out a community litter pick; re-painting a community centre; raising money for a charity; or any other ideas the young people come up with. Staff will facilitate and support the young people throughout the process, where required.

WHO IS THE ACTIVITY FOR AND HOW TO RECRUIT THEM?

Sport 4 Life UK delivers this activity for NEET young people aged 16-25, including ex-offenders and the long-term unemployed. Participants are recruited in two main ways:

- > by directly engaging with young people at job centres, sports sessions, schools, colleges and youth clubs and promoting the benefits of the activity to them
- > by providing a referral “pathway” – for example, an online form – that enables professionals who work with NEET young people (e.g. social workers) to refer a young person on to the programme. Networking and marketing is used to build up a strong database of professionals who know about and use the referral pathway.

Sport 4 Life UK also keeps an accurate list of NEET young people who have expressed an interest in the activity and maintain regular communication with them through weekly text messages.

WHAT PROBLEM DOES THIS ACTIVITY ADDRESS?

NEET young people lack experience in the world of work, volunteering, entrepreneurship, doing something positive for their community or developing and implementing their own ideas. Without this experience, they are unable to demonstrate their skills and talents and are therefore less attractive to potential employers.

WHAT ARE THE AIMS AND OBJECTIVES OF THIS ACTIVITY?

This activity aims to improve young people’s leadership, teamwork and communication skills, increase their confidence and self-esteem, and develop their entrepreneurial skills in initiative, money management, managing people, and independent working. The activity also aims to provide positive outcomes – such as improved opportunities for children, or reduced litter, or improved community facilities – in the local neighbourhood where the social action activity takes place.

INFRASTRUCTURE AND RESOURCES CHECKLIST

| | PURPOSE | ESSENTIAL | DESIRABLE |
|-------------------------|---|-----------|-----------|
| HUMAN RESOURCES | | | |
| tutor | a member of staff to facilitate the social action activity | ✓ | |
| volunteers | additional team members to support the tutor | | ✓ |
| FACILITIES | | | |
| classroom | for young people to meet in and organise their activity | ✓ | |
| EQUIPMENT | | | |
| classroom equipment | computers, desks, whiteboards etc for young people to use | ✓ | |
| OTHER | | | |
| funding | a budget of £100-£200 for young people to use on their activity | | ✓ |
| free lunches | an incentive for young people | | ✓ |
| transport reimbursement | to ensure low income does not prevent young people attending | | ✓ |

HOW DO YOU SUCCESSFULLY PLAN AND DELIVER THIS ACTIVITY?

1. PREPARATION

The tutor should facilitate one or two planning sessions per week (two or three hours per session), over a five-week period. During each session young people will brainstorm ideas, come up with a concept, and then put detailed plans in place. They will be challenged to think creatively, work as a team, and make the most of the resources they have available.

Sport 4 Life UK uses the timetable below for its sessions:

- > Week one – research and deciding on social action activity
- > Week two – setting a date and giving each young person specific roles and responsibilities
- > Week three – purchasing, hiring, and borrowing the equipment required
- > Week four – setting out a detailed plan for the activity and carrying out marketing
- > Week five – final preparations

Throughout this preparatory process, the role of the tutor is to facilitate and nurture the ideas of the young people, whilst keeping abreast of what is realistic in the limited timeframe. The tutor can adapt their level of involvement in discussions depending on the aptitude of the young people. If the timescale is short, the tutor can present a few options for social action that the young people decide on and then develop.

2. DELIVER SOCIAL ACTION ACTIVITY OR EVENT

One day before the actual activity, a trial-run should be carried out to ensure everything is ready and everyone is happy about their roles for the big day. Then the young people will be left to deliver the activity on their own. Tutors and volunteers will be on-hand to help, where needed, but ultimately the young people will be left to deal with any problems and take control of their activity themselves. This is all part of the learning curve.

3. REVIEW ACTIVITY

Once the activity has been delivered, an additional session will be facilitated by the tutor. During this session young people will reflect on the success of their activity – what went well, what skills they learnt, what ways they could improve in the future – and evaluate their overall progress during the Youth-led Social Action programme.

4. MONITOR AND EVALUATE THE ACTIVITY

You can monitor and evaluate the impact of your activity in two main ways:

- > collecting evaluation forms completed by the young people – this can help establish what soft and entrepreneurial skills the young people have gained from the activity
- > collecting evaluation forms completed by members of the local community – this can help measure the perceived impact of the social activity delivered

Other basic data to record includes the number of young people involved in organising the youth-led social action activity, the number of participants in the social action activity (e.g. the number of children playing in the football tournament) and the amount of money raised for charity by the social action activity.



TOP TIP

- > find out if there are any grants or funding opportunities young people can apply to for their social action activity – a small amount of funding can go a long way
- > start by supporting the young people to deliver something you are comfortable facilitating - for example, if you are a organisation that delivers sports sessions to young people, try to steer young people towards a sports tournament
- > once you have found a format that works for you, don't be afraid to then try new activities and branch out
- > ask local business and organisations for donations or support – for example, see if you can hire a venue for free or at a discounted rate, or if a local shop can provide refreshments for your activity
- > Youth-led Social Action works best when integrated into a wider sports-based employability programme that includes several elements and activities

ABDULLAH, 23, AFGHANISTAN

RHEINFLANKE


Abdullah is an Afghan refugee who was brought up in Iran, but now lives in a refugee shelter in Berlin, Germany. His move to Europe was a big change that proved challenging.

“My first few months in Germany were a struggle and I had a tough time understanding my new surroundings. I felt alone and overwhelmed and needed support in finding my way around in the new country. I didn’t speak German and I was lost regarding paperwork and the processes for finding a job or getting asylum for my family too.”

Abdullah, who loves football and dreams of becoming a professional futsal coach, heard about RheinFlanke and signed up for the football sessions and one-to-one job coaching support. The football activities helped him to “feel better about myself” and to make friends, while the job coach helped him sign up for a language course to improve his German and gain an internship as a football coach.

“Being able to teach and coach through my internship is a beautiful thing – it gives me a real sense of personal fulfilment. RheinFlanke has also helped me to better understand how to deal with my temper and anger, and has taught me to communicate more effectively with people in German.”

Abdullah, with the support RheinFlanke, is planning to enrol in a formal football coaching qualification and hopes to pursue his career goal of becoming a football coach.



“RHEINFLANKE HAS ALSO HELPED ME TO BETTER UNDERSTAND HOW TO DEAL WITH MY TEMPER AND ANGER, AND HAS TAUGHT ME TO COMMUNICATE MORE EFFECTIVELY WITH PEOPLE IN GERMAN.”



CHAPTER 8 MEASURING IMPACT

9.1 ABOUT M&E

9.2 M&E OF FOOTBALL-BASED EMPLOYABILITY PROGRAMMES

9.3 M&E CASE STUDIES

8.1 ABOUT IMPACT MEASUREMENT

Measuring the impact of a football-based employability programme is an incredibly important task – but sadly it is often not given the necessary time and resources and some organisations are confused by the processes involved. This chapter will tackle this problem and provide all of the practical tips you need to successfully measure the impact of your work.

NOTE: Often various factors will combine over time to lead to an impact, meaning a challenge is proving that a particular activity or intervention led directly to that impact

WHAT DO WE MEAN BY “IMPACT”?

We define impact as any changes or effects arising from your activity or programme – or, in other words, the difference your activity is making in your participants’ lives. Impact can be short-term or long-term, subtle or obvious, and positive or negative.

Impact is often expressed using the following terms:

- > **Outcomes** – the changes that come about as a direct result of your activity or programme e.g. young people are more confident about applying to job vacancies
- > **Indicators** – signs that the outcomes are happening e.g. young people submit more job applications e.g. fewer young people say they feel unable to effectively apply for jobs

So what is an output? Outputs are the amount of activities (e.g. workshops, sessions, classes) provided by your organisation, expressed in numerical form. For example, your output for a project might be the delivery of 50 workshops and 100 football sessions for 200 young people. Outputs make no reference to the impact these activities achieve. As such, they differ from outcomes, which are the difference made by the outputs

NOTE: Some organisations express their success in terms of outputs, such as “in 2018 we engaged 2,500 young people and provided 4,000 sessions”. But there is no evidence of impact in this statement. It is far more effective and transparent to express success in terms of outcomes

WHY IS MEASURING IMPACT IMPORTANT?

Measuring impact is a crucial task because it will enable your organisation to:

- > prove the life-changing difference you are making
- > build your reputation as a successful and effective organisation
- > impress funders and stakeholders
- > attract new donors
- > comply with the terms and conditions of grant funding
- > better understand what is working well (and what is not)
- > make changes to improve your activity in the future

Top quality impact measurement will help your organisation stand out from the crowd – for example, if you can accurately state that 80% of your activity’s NEET participants found a job (48 out of 60 young people) you will be far more likely to win a big contract or a large grant, compared to an organisation that has no impact evidence at all for its activity.

WHAT IS MONITORING AND EVALUATION?

Impact can be measured through monitoring and evaluation (M&E) techniques. Monitoring is the systematic collection of data from your activity or programme; evaluation is the appraisal and assessment of that data.

There are two types of data you can collect and analyse:

- > **Quantitative** – data in numerical form, expressing a quantity, amount or range, such as the numbers of young people engaged in an activity or the numbers of young people gaining a formal qualification. This data is usually simple and factual, meaning it is easier to collect and less likely to be questioned.
- > **Qualitative** – data that is not in numerical form, usually expressing an opinion or view that cannot easily be measured, such as a young person’s opinion on whether their self-esteem has improved. This data is subjective, anecdotal, more difficult to collect and its validity can be more easily refuted – but it can provide a fuller picture of a participant’s journey and tell a more holistic story. Qualitative data’s validity can be difficult to prove - e.g. if a young person says their self-esteem has improved, is this really true or are they just saying what they think you want to hear? This is why it makes sense to collect additional data, such as observation from a coach, to back up self-assessment qualitative data and make it stronger.

A combination of quantitative and qualitative data is ideal. The two sets of data can be complementary and will help build a stronger evidence base of the impact of your activity. For example, quantitative data (through qualification certification records) might prove that 45 young people have gained a new formal qualification, while qualitative data (through self-evaluation questionnaires) may add that 38 young people feel their new qualification has increased their self-esteem and self-confidence.

NOTE: To confuse matters, sometimes qualitative data – e.g. the opinions of young people collected through self-evaluation questionnaires – can be expressed in a numerical form, such as 75% of young people self-declared their self-esteem has improved



TASK: carry out an audit of your current M&E system, with the aim of answering the questions “how can we improve our M&E processes?” and “how can we successfully prove and evidence the impact of our work?”

8.2 M&E OF FOOTBALL-BASED EMPLOYABILITY PROGRAMMES

This section presents an M&E framework to measure the impact of football-based employability programmes. In addition, it outlines the main data collection tools that Team Up members are using to measure the impact of their programmes. Some of these tools are simple and quick to use; others are more complex and technical. This reflects the fact that some of the Team Up members collect basic M&E data while others implement an advanced M&E system.

M&E FRAMEWORK

The Team Up members have identified three key stages in impact measurement of football-based employability programmes:

- > **STAGE ONE - ENGAGEMENT:** young person engages in programme
- > **STAGE TWO - INCREASED EMPLOYABILITY:** young person gains skills and the motivation needed to actively change their life situation
- > **STAGE THREE - NEET TO EET PROGRESSION:** young person re-engages in education, employment or training

The three-stage process represents the three main milestones in the journey of a participant and enables organisations implementing football-based employability programmes to measure the impact of their programmes at each stage. At the beginning a young person is NEET and has multiple problems in their life – they are a long way from the job market. Their first challenge is to simply attend and engage in activities regularly (stage one) – this is where football can play an important role. This is followed by learning important skills (stage two) from the activities. However, gaining skills does not guarantee that young people will get a job. A change is needed in the behaviour, motivation and expectations of the young person – this is where the combination of football and employability activities plays an important role. In combination stages one and two provide a foundation from which young people are able to progress further. They can then use their new skills to find a job, re-enrol in education or sign up to a formal training programme (stage three). By the end of the journey the young person is no longer NEET – or, in other words, they are EET (in education, employment or training).

Although not every organisation has the same resources and capacity to measure the impact of their programmes, the proposed framework invites organisations to develop an M&E system that will consist of a set of tools to track impact at each stage.

There are a number of important points to note about this three-stage process:

- > Every young person's journey will be different and the speed of their progress will vary significantly – some young people might sign up for your programme and find a job in just one month, while another young person might be engaged for two years before finding a job. This is something important to consider when measuring the impact of your programmes.
- > Each stage should be designed to lead onto the next one in a chronological manner – engagement should always lead to improved employability, which will start with gaining skills and be followed by a behavioural change in the participant. The end of stage two should ultimately result in tangible progress into education, employment or training. This is logical because the more activities the young people attend, the more likely they are to improve their employability and skills, and thus the more likely they are to get a job. Measuring the impact at each stage enables you to understand what is working (and what is not), to confront challenges and make improvements.
- > In general, it is not possible for young people to skip a stage – they have to succeed at the first stage before progressing onto the next one (unless additional support is provided by an external organisation).
- > The three-stage process recognises that success for NEET young people often consists of multiple small achievements over a long period of time, rather than a major and quick life transformation.
- > Every football-based employability programme should be aiming to support as many young people as possible to reach stage three – this is the ultimate goal. Some organisations may have limited capacity to fully support every participant to find a job. This does not, however, mean that they cannot play a key role in signposting a young person to external services or programmes that can help them into employment after they have left the programme.

To measure the impact of your football-based employability programme you will need an M&E system that can successfully collect and analyse data for each of these three stages. This can be achieved by the following guidance

STAGE ONE: MEASURING ENGAGEMENT

The Team Up members define engagement as how regularly a young person attends a programme. Engagement data can be broken down by the type of service or activity. For example, a young person who is strongly engaged in a football programme may have attended 90% of sessions (45 out of 50) over a year; but that same young person might be less engaged in employability workshops and have only attended 25% of sessions. Engagement is one of the simplest types of quantitative data to collect.

HOW TO COLLECT DATA ON ENGAGEMENT?

Two basic forms can be used to collect engagement data including:

- > a registration form – each new young person who signs up to your programme will complete this form, providing details such as their name, age, gender and other personal information (e.g. ethnicity, religion, family situation, etc.)
- > attendance registers – these will be filled out by your coaches or tutors at every session, listing the names of all the young people who are present

HOW TO EVALUATE YOUR DATA ON ENGAGEMENT?

Simple statistical analysis and evaluation of your engagement data can provide useful insights into your programme. For example, by collating the details of all of your registration forms into a database, you might learn that your programme has 150 participants, 95% are male and 10% are from ethnic minorities. This might help you to realise that you need to do more (e.g. deliver culturally sensitive activities) to encourage women or ethnic minorities to sign up.

Similarly, you can analyse the information from your attendance registers and present it in graphs or charts on topics such as retention (the continued involvement of a young person in a programme), drop-out, seasonal trends, or comparing different programmes. This might show, for example, that you have an average attendance per football session of 15 in winter and 25 in summer; or that only 20% of participants in your IT course attend more than 10 sessions; or that 100 young people attend your football sessions per week but only 12 young people attend your employability workshops per week. This understanding can then be used to change or improve your programme – for example, you might decide that you need to move your winter football sessions into an indoor sports hall, or that the length of your IT course needs to be reduced, or that you need to more effectively promote and market your employability sessions.

STAGE TWO: INCREASING EMPLOYABILITY

Young people can improve their employability by gaining new skills and changing their behaviour to take responsibility for their life situation. Measuring these changes is more complicated than measuring engagement and can, generally, only be captured with qualitative data that is subjective, anecdotal and less easy to prove. However, the Team Up members have developed a number of data collection tools – centred around self-assessment and staff observations – that enable this qualitative data to be recorded effectively.

NOTE: Engagement levels should be recorded and tracked throughout a young person's entire journey, including when they have reached stages two and three of the M&E framework

NOTE: Some organisations purchase database software which can be used to record attendances, sometimes with smartphones, and then analyse the data automatically

NOTE: Another simple and powerful way to improve your programmes is to simply listen to your young people – ask them what they like and dislike and make the necessary changes

HOW TO COLLECT DATA ON INCREASING EMPLOYABILITY AND SKILLS?

Several methods are available to achieve this aim, as follows:

- > **Questionnaires** – written or digital questionnaires asking young people to self-declare their responses to various questions, such as “has your self-esteem improved since joining this activity?” or “have your teamwork skills improved since joining this activity?” Answers can be yes or no, or could be on a scale from one to five or from “not at all” to “very much so”. The latter will allow you to track smaller changes in answers over time, which may provide valuable insight.
 - *Some Team Up members design their own simple questionnaires, but others use externally verified questionnaires which have been created by specialist scientists. Sport 4 Life UK, for example, uses the Outcomes Star (www.outcomesstar.org.uk), an evidence-based monitoring tool developed by professionals. The detailed methodology enables Sport 4 Life UK to collect statistically significant data on the changes in a young person's life, centred around six key areas: making a difference, hopes and dreams, wellbeing, education and work, communicating, and choices and behaviour. Please note that these verified questionnaires are not valid in all cultural settings, may not be available in your country and are often not suitable for translation.*
- > **Interviews** – one-to-one interviews between a young person and a mentor or job coach, which may involve personal and in-depth discussions. The evidence collected could be the notes kept of the meeting by the members of staff.
- > **Focus groups** – group discussions on a particular topic (e.g. what impact has playing football had on your mental health?), facilitated by a member of staff. Open questions work best for this type of discussion. The group approach enables discussion and debate in an open, supportive and transparent way, and can encourage participants to share their personal experiences and support others. Again, evidence collected could be a video recording of the meeting (if participants have consented) or the meeting notes kept by the member of staff.
- > **Staff observation and report forms** – another way to collect evidence is to record the opinions of your staff who engage with the young people most and can see the little improvements they make over time. The easiest way to record this anecdotal evidence is for your staff to regularly complete observation and report forms. For example, a form might include information such as:
 - *David used to swear regularly at each session and often got involved in fights with other participants (incidents on 01/03/17, 10/04/17 and 07/05/17). However since engaging in the mentoring programme in June I have noticed that he swears less frequently and has not been involved in any fights for the past three months.*
 - *When Amy joined our activity she was very quiet and shy. Her confidence and self-esteem seemed to be very low. She would get upset regularly and did not make friends easily. She did not seem to believe in her own abilities and would often avoid anything challenging. But after joining the employability programme we have noticed a real change in Amy. She smiles more often, gets involved in activities and has “come out of her shell”. She even took part in a rock climbing adventure activity and spoke in front of the group. Her confidence is definitely improving.*
- > **Knowledge tests** – simple tests or exams (e.g. a series of questions about the process of applying for jobs) completed by young people can showcase their increased employability, especially if tests are carried out at the beginning and end of a programme and any improvements in scores can be quantified.

NOTE: If evidence from two types of qualitative data (e.g. a young person's self-assessment questionnaire and a staff member's observation form) show the same outcome (e.g. a young person has improved their self-esteem) the validity of the qualitative data is significantly improved

NOTE: You could also collect quantitative data on the number of job applications submitted and number of interviews attended by your young people

HOW TO EVALUATE YOUR DATA ON INCREASING EMPLOYABILITY AND SKILLS?

The data from your questionnaires, interviews, focus groups and staff observation forms can be collated and analysed, in order to provide evidence of the success of your programme.

For example, collating the answers from self-assessment questionnaires completed by all 150 of your participants will enable you to make statements such as “85% of our young people self-declare their teamwork skills have improved”, “97% of our young people self-declare they have better communication skills than at the beginning of the programme” or “40% of our young people self-declare that they feel able to contribute positively to their community.” Such statements could be used in publicity materials, annual reports or on your website.

Moreover, the insight gained from this evaluation will help your organisation to plan for the future and make improvements to your programmes. For example, the lower percentage of young people who feel they can contribute positively to their neighbourhood, might encourage you to set up a new programme that gives young people the chance to set up their own project or event for the benefit of their neighbourhood.

Data from interviews and staff observation forms can be used to create inspirational case studies of young people whose lives have been transformed by your programme. Naturally, you should have permission from the participant before writing and publishing the case study.

STAGE THREE: MEASURING NEET TO EET PROGRESSION

A young person can progress from NEET to EET in three ways:

- > enrolling in an education course
- > getting a job
- > enrolling in a training course

These are the tangible outcomes that all football-based employability programmes aim to achieve, with getting a job generally considered the most important of the three.

Defining whether a young person has achieved EET status, however, can be tricky in some cases. Does a casual, cash-in-hand job that can be 20 hours one week and zero hours the next week count as a job outcome for a young person? Is a training course that consists of only two sessions per week over a month count as a sufficient training outcome for a young person? It is important, therefore, to explore each of the three terms in more detail.

- > Enrolling in an education course – this generally refers to a formal education course at a mainstream institution such as a school, college, university or adult education centre. In most cases the course will last for a significant period of time (e.g. three months, one year, three years, etc.) and lead to a formal qualification. For the Team Up members, supporting a young person to enrol in an education course will almost always involve referring them on to an education course at a local school or college, rather than delivering the course themselves.
- > Getting a job – this refers to a young person gaining paid employment of any type. A permanent, full-time job is generally believed to be a better outcome than a casual, seasonal or part-time contract which is less secure and sustainable.

NOTE: one key aspect to try and evaluate is the link between stage one (engagement) and stage two (skills) – for example, do the self-assessment questionnaire answers on skills development differ significantly between young people who attended less than 10 sessions and those who have attend over 40 sessions?

NOTE: Some funders, charities or governmental organisations may have their own precise definitions for NEET and EET – for example, they may define that a training course must consist of more than 10 hours of learning a week and must result in a formal qualification, or that an employment outcome must be a job of more than 20 hours per week that lasts for six months or longer

NOTE: In theory a young person can quickly switch between being NEET and EET and then NEET again – for example, a NEET young person enrolls on a four week training course, so they become EET, but then the course ends and they return to being NEET

- Enrolling in a training course – this usually refers to any form of formal training course that is delivered in a non-mainstream setting (e.g. not a school or university), but still includes a structured programme of learning and, in most cases, leads to a formal qualification. Many of the Team Up members deliver training courses themselves, meaning that when a young person signs up they automatically become EET. For example, a NEET young person that joins Albion in the Community's programme may enrol on a formal training course or qualification and thus become EET.

HOW TO COLLECT DATA ON NEET TO EET PROGRESSION

This can be achieved relatively easily by collecting quantitative external evidence, such as a letter from an employer or government agency. This external evidence provides factual proof of the outcomes achieved in a simple, straightforward, effective way that cannot be refuted. The types of external evidence collected by the Team Up members are as follows:

- To measure the number of young people enrolling on an education course – collect copies of the young people's enrolment letter at school, college or university. This can be followed up by recording how many young people complete the course, how they performed in tests or exams, and what qualifications they gained. Initial data collection should be followed up routinely to check how many young people are still on the course after three, six and 12 months.
- To measure the number of young people gaining employment – collect copies of a job offer letter, employment contract, payslip, or job centre notification. This will provide formal evidence of the outcome achieved. Ideally this evidence should include details of the job role, hours per week, type of contract (e.g. casual, fixed-term or permanent) and the length of the contract. If a formal document is not available, then some Team Up members will send a form to the company for the employer to fill out and sign to confirm the young person is an employee. Again, initial data collection should be followed up routinely to check how many young people are still in the job after three, six and 12 months.
- To measure the number of young people enrolling on a training course – collect copies of the training course acceptance letter or enrolment confirmation for the young person. Ideally this should detail the type of course, the length of study and any qualifications that will be gained. Again, initial data collection should be followed up routinely to check how many young people are still on the training course after three, six and 12 months.

HOW TO EVALUATE YOUR DATA ON NEET TO EET PROGRESSION

The external evidence data collected can be inputted into a master database, enabling you to analyse in detail the outcomes achieved. For example, you might be able to show that:

- 15 young people (10% of our total participants) gained a job – of these, 10 were male and 5 were female
- 30 young people (20% of our total participants) re-engaged with education – 75% of these were still engaged in the educational course six months after signing up

- 100 young people (66% of our total participants) re-engaged in training – 95% of these gained a formal qualification through the training course

By presenting this data in this way you will be able to build your reputation, showcase the life-changing difference you are making, impress your supporters, and evidence that you have a professional approach to M&E.

Furthermore you will better understand what is working well in your programme (and what is not) and be able to make subsequent changes to improve your activity. For example, based on the outcome data presented above, your organisation might decide to build closer links with employers, as you realise the numbers of young people finding a job are far lower than those re-engaging with training.

LONG-TERM M&E FOLLOW-UPS

In some cases NEET young people find employment or re-engage in education or training for a period of time but, shortly after, become NEET again, after dropping out of their course or quitting their job. Therefore it is very important for you to stay in touch with your participants and to follow up on their progress. This will enable you to measure the longer-term impact of your programme. Outcomes that last for longer – for example, a young person who keeps a job for two years or a young person who completes a three-year educational course – are obviously far better than outcomes that only have a short-term impact.

The Team Up members' top tips for measuring the long-term impact of your programme include:

- Create a follow-up plan – schedule interviews or questionnaires with NEET young people on a half-yearly or yearly basis and collect information on their current life situation, including employment status and enrolment in training or education. Collecting this information can be a challenge as it requires time and resources, but it can offer a powerful insight into the impact of your programme. If you are unable to contact the young person directly, then contact organisations that have been in touch with the young person, such as a company they worked for or a college they attended, and collect relevant data from them. If you learn that a young person has slipped back into being NEET, try to find out why – these details might provide valuable insight and help you improve your programmes in the future.
- Make your participants active members of your community – often young people that have been through your programme are best placed to advise and understand new participants. Therefore, where possible, try to sign up your ex-participants as volunteers, mentors or assistants. This will make it far easier to follow-up and track the progress of these ex-participants because you will see them regularly and be in close contact with them. These young people can also act as vital role models for younger participants.

NOTE: Make sure you discuss the analysis of your data within your staff team, stakeholders and participants, especially those failing to achieve positive outcomes, in order to find out why something is not working – this is where you will learn the most

8.3 CASE STUDY: SPORT 4 LIFE UK

Sport 4 Life UK’s M&E process begins with an expression of interest form that tutors complete when they meet with young people to recruit them onto programmes. This gathers basic contact information about a young person. A full participant registration then takes place when a young person attends their first session. Information about the participant’s demographics, background, and educational attainment is recorded on a form and transferred onto a spreadsheet case management system.

Throughout the programme, attendance is recorded on a programme register, which allows the tutor to keep track of milestones young people achieve throughout the programme and act as a reminder of when to carry out key M&E activities.

In the first week of their engagement in the programme, the participant will have a one-to one-meeting with a tutor. In this meeting, the participant and tutor will together complete the Outcomes Star (www.outcomesstar.org.uk), an evidence-based monitoring tool developed by professionals. The star is how Sport 4 Life UK measures the journey of a participant from the time they start engaging to the time they complete a programme, across six key areas. This enables Sport 4 Life UK to demonstrate the impact it has on the lives and development of young people. In this first one-to-one meeting the tutor will find out about the participant’s future aspirations, what they hope to achieve from the programme, and any barriers they may be facing. This is recorded on the case management system.

The six key areas of the Outcomes Star are:

- **Motivation**
- **Self Esteem**
- **Communication**
- **Team Work**
- **Behaviour**
- **Employability**

Alongside these key areas, Sport 4 Life UK also records the following data:

- **Qualifications gained**
- **NEET to EET progression**

The areas above feed into Sport 4 Life UK’s ultimate organisational outcomes, which are to improve young people’s employability and key life skills, as follows:

| | |
|--|---|
| Life Skills Motivation Self Esteem Communication Team Work Behaviour | Employability NEET to EET progression Qualifications gained Employability |
|--|---|

Once the Outcomes Star is completed the participant and tutor devise an action plan that includes a number of SMART goals for the participant to work towards, focused around the key areas of the star.

Midway through Sport 4 Life UK’s intensive five-week employability programme, a review meeting is conducted with participants to check how they are progressing with their action plan and if any adjustments need to be made to their goals.

At the end of the programme, a review Outcomes Star is completed to record the change the participant has undergone through the programme. This can demonstrate the level of impact the programme has had on the participant.

At the end of the programme participants complete a feedback form, where they rank different elements of the programme, including venue, staff and qualifications as well as their motivation for joining and feedback on how the programme could be improved. This is an important step to take to continually assess the programme from the point of view of the participant.

Following the conclusion of the programme participants are entitled to a further 11 months of support through one-to-one meetings, and ad-hoc group support and training sessions to support them into a sustained positive outcome (education, employment, or training). Any notable information from the contacts is recorded on the case management system. Once a participant achieves a sustained outcome, tutors then seek evidence of this outcome before recording it on the case management system. This can be a job offer or enrolment letter, payslip, or confirmation from a course leader or line manager.

The data that is recorded on the case management system is analysed to measure participant recruitment success, retention, outcomes, and review where young people finish up following the programme. This informs Sport 4 Life UK’s strategy for any future programmes. For example, it may find that it needs to speak with at least 100 young people in the recruitment phase in order to achieve a first day attendance of 20 participants, which will then result in 15 participants completing the programme. Sport 4 Life UK can also assess which sector young people would like to work in versus which sector they end up working in. This can inform Sport 4 Life UK on the type of partnerships it needs to create with employers and partner organisations.

Tutors are also tasked with identifying young people who would make compelling case studies to showcase the impact and success of the programme to funders and stakeholders. Tutors have targets of four case studies a year of young people from a variety of different backgrounds.

AZEEZ, 20, NIGERIA

SARI

When he was 10 years old, Azeez moved from Nigeria to Ireland where his family had come to seek asylum. Only able to speak his native language Yoruba and discriminated against because of his skin colour and religion, Azeez felt alienated in a “new home” that was anything but a safe haven. In a bid to make friends, he joined SARI’s Soccernites programme. Attending the weekly football training sessions not only helped Azeez to meet people, but allowed him to – word by word – master the English language. Today he speaks uninterruptedly – and with a pronounced Irish accent.

When Azeez later found himself struggling to find his way into education and training, being part of the organisation provided him with a support system to help tackle these challenges. Through SARI, he was able to participate in training programmes at home and abroad, including Erasmus+ in Luxemburg and Poland, an education programme at the Institute of Strategic Dialogue in London, as well as a computer skills training course.

Azeez is now in full-time education at the National College of Ireland, studying for a degree in computer applications and has also just successfully completed an internship with the global development education and aid agency, Concern. After receiving mentoring through SARI, Azeez has flourished into a role model himself. In 2016, he was appointed as Head Football Coach at SARI and now manages the Soccernites programme. On a part-time basis, Azeez also delivers anti-discrimination workshops at schools across the country.

“Without the nurturing, encouragement and mentoring that I received from SARI, I would be struggling to make my way in Irish society which is often hostile to people like me. They have helped me access training courses that have built my resilience and prepared me for a great future working in Sport for Development.”

“SARI HAS HELPED ME ACCESS TRAINING COURSES THAT HAVE BUILT MY RESILIENCE AND PREPARED ME FOR A GREAT FUTURE WORKING IN SPORT FOR DEVELOPMENT.”

GLOSSARY

| | |
|---|---|
| employability | the skills and abilities that allow you to be employed |
| entrepreneurial skills | management and personal skills required to set up a business |
| football+ organisation | an organisation that predominantly delivers football activities, with employability activities as an additional service |
| +football organisation | an organisation that predominantly delivers employability activities, with football sessions as an additional service |
| football3 | developed by streetfootballworld, football3 is a unique way of playing football-based on the principle that the basic values of fair play, gender equality, teamwork and respect are just as important as football skills and competition |
| football-based employability programme | a programme that combines football and employability activities with the aim of helping NEET young people to improve their employability and to find a job |
| hard skills | qualifications needed to perform a specific job |
| impact | any changes or effects arising from your activity or programme |
| indicator | a sign that an outcome is happening |
| job coach | the person who delivers the employability components of an organisation's programme, such as workshops, qualifications, mentoring and training courses |
| job-seeking skills | practical skills for finding and applying for a job |
| mental health | a state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community (World Health Organisation) |
| mentor | a person who gives a younger or less experienced person help and advice over a period of time |
| monitoring and evaluation | the systematic collection of data from your activity or programme; and the appraisal and assessment of that data |
| NEETs | young people who are not in education, employment or training |
| outcome | the change that comes about as a direct result of your activity or programme |
| output | the amount of sessions, workshops or classes provided by an organisation, expressed in numerical form |

| | |
|--------------------------|--|
| qualitative data | data that is not in numerical form, usually expressing an opinion or view that cannot easily be measured |
| quantitative data | data in numerical form, expressing a quantity, amount or range |
| self-esteem | belief and confidence in your own ability and value |
| session plan | a document outlining in detail how a session or workshop will be delivered |
| soft skills | personal attributes needed to operate successfully in society |
| Team Up members | the eight organisations involved in creating this toolkit |
| toolkit | this document |
| young person | a person aged 15-29 |

ACRONYMS

| | |
|----------------|--|
| AITC | Albion in the Community |
| CEO | chief executive officer |
| CV | curriculum vitae |
| EET | in education, employment or training |
| IT | information technology |
| M&E | monitoring and evaluation |
| NEET | not in education, employment or training |
| NGO | non-governmental organisation |
| SARI | Sport Against Racism Ireland |

CONTACT

www.streetfootballworld.org

 facebook.com/streetfootballworld

 twitter.com/sfw_tweets

 instagram.com/streetfootballworld