LITERATURE REVIEW

Analysis of academic and practice-oriented publications on youth work approaches of experiential learning practices aimed at employability (soft) skill development with young NEETs

Authors

Prof Fred Coalter and Prof Marc Theeboom

COACH+ | SPORT COACHING FOR EMPLOYABILITY

COLOPHON

Project title: A youth work oriented 'Sport Plus' coaching online training course for sport-for-employability organisations working with young NEETs

Authors: Prof Fred Coalter and Prof Marc Theeboom

Case studies: Ivana Novaković, Program Coordinator for the Serbian Nacionalna Asocijacija Prakticara/ki Omladinskog Rada (NAPOR)

HOW TO CITE

ABOUT THE COACH⁺-PROJECT

The objective of the COACH+ project is to increase the competence of sports coaches to deliver youth work-based Sport Plus sessions in Sport-for-Employability (SfE) organisations that work with young NEETs. For that purpose, a comprehensive and user-friendly online training course for Sport Plus coaching methodology (MOOC), drawing on good practice from youth work, will be developed. The partnership consists of 5 organisations, each working within a particular sector: that is, the academic sector including a sports coach educational institute; social (SfE) sector (2 organisations); local sports sector and youth work in general. Activities, among other things, will include literature review, interviews with youth workers, meetings, workshops, webinars with SfE organisations and other relevant stakeholders. The course will use an experiential learning approach by emphasising active involvement of learners challenging them to integrate underlying theories of employability (soft) skills to be developed into practice, as well as to implement guiding principles from youth work. The relevance and effectiveness of the training course will be tested with university students in sport, as well as with in-service SfD coaches involved in Sport-for-Development (SfD) programmes. Various external communication and dissemination activities will be used to inform 4 types of target groups: those that work directly with young NEETs in a SfE (SfD) context (the project also intends to reach the larger part of the more than 200 registered SfD organisations located in the EU); educators responsible for the formation of sports coaches or youth workers in SfE (SfD); those working in (or coordinating) SfE (SfD) organisations but not directly involved in the sports delivery and other relevant stakeholders, such as academics, umbrella organisations representing practitioners/organisations involved in similar topics and working in relevant sectors, as well as policymakers at different levels.

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INTRODUCTION

The objective of the COACH+ project is to increase the competence of sports coaches to deliver *youth work-based* Sport Plus sessions in Sport-for-Employability (SfE) organisations, working with young NEETs. To provide the basis for this project we have undertaken a literature review which explores the nature of youth work and youth work principles, includes case studies of youth work practices and processes and examines the similarities and differences with sport for employability programmes. The issues raised in this literature review will provide the basis for the workshops, interviews and case studies which will form the basis of the research.

WHAT IS YOUTH WORK?

There is no internationally agreed definition of 'youth work' (Cooper and White,1994) or 'explicit criteria regarding how it differs, for example, from youth development or youth support services for children and young people' (Dickson, 2013:7). This is reflected in McGregor's (2015) evaluation that there is a lack of conceptual clarity around youth work practice. For example, the report on *The value of youth work in the European Union (*Dunne et al,2014*)* recognises the challenge of distinguishing, in practice, 'youth work' as distinct from work that takes place with young people in the domains of sports and culture; social work; youth justice; public health; guidance and counselling; and formal education. More generally Merton et al, 2004:34) state that because 'what is often referred to as "the youth work process" ... is not always evident or transparent' other non-youth work professionals can be left 'unclear and at worst sceptical about what youth workers do'.

Further, Cooper (2018) argues that European approaches to youth work exhibit a variety of approaches and **y**outh work is driven by a multitude of different theories and concepts. Consequently, the nature and purpose of youth work differs according to geographical, social, political and economic contexts. For example, the Council of Europe (2015:7) states that 'the range of themes that youth work covers is just as diverse as the types of people and organisations involved. Political activism, street work, sports activities, social enterprise and leisure-time activities can all be termed 'youth work''.

This diversity is illustrated in the widely quoted article by Cooper and White (1994) who outline 6 broad models of youth work and argue that they reflect differing perspectives on the nature of the socio-cultural and economic factors which impact on young people and related solutions. All but one adopts and asset-based view of young people and place empowerment and social justice at their centre.

The 6 broad models are:

- Reform Model
- Advocacy Model (Radical)
- Advocacy Model (Non-Radical)
- Empowerment Model (Radical)
- Empowerment Model (Non-Radical)
- Treatment Model

Reform Model

In this model young people are viewed as being socially disadvantaged *by their environment and upbringing*. It is assumed that that socio-environmental conditions affect people differently and individual coping skills will vary. Society will offer help to those who attempt to help themselves. Society should provide education and training to enable the young person to compete in the job market via programmes and services that target the needs of young people in education and training, coupled with personal development programmes.

Youth workers' required skills: motivation, rapport building and the ability to help young people identify their own needs and develop personal development skills.

This seems to be close to the models of sport and employability and mentoring (Pawson, 2006) outlined later in this review.

Advocacy Model (Radical)

This defines young people as being marginalised by society *through inadequate basic rights or social protection.* Youth workers therefore seek to empower young people by informing them of their rights and how to access them. The youth worker exposes social and economic inequality and seeks to get rid of bureaucratic and legal biases which disempower the young. The motivation for intervention is to transform society towards the adoption of values of equality and social justice.

Youth workers' required skills: campaigning, media and motivation and their role is to advocate on the behalf of individuals and groups for social change.

Advocacy Model (Non-Radical)

The young person is defined as having problems because they are *ignorant of their rights,* with. bureaucratic barriers preventing their access to knowledge and

information. Society is viewed as complex and bureaucratic in nature – either it cannot be changed, or it is the task of others (besides the youth worker) to change it.

The youth worker works to ensure that young people are aware of supports and entitlements and works with bureaucracies so that they can achieve their rights. The youth worker seeks to maximise the young person's ability to benefit under legal and institutional frameworks through advocacy and participation. Assists the young person to acquire whatever they deserve or are legally entitled to and ensure that young people are aware of supports and entitlements and to work with bureaucracies so that young people achieve their rights.

Youth workers' required skills: An understanding of welfare and legal rights, networking and relationship building with bureaucracy.

Empowerment Model (Radical)

Institutions, which operate to protect the privileged or powerful, *systematically disempower young people.* This perspective focuses on oppression of marginalised groups and believes that hierarchical structures create personal blame and apathy towards change. Youth workers should help young people to address power imbalances in society by helping them to obtain the skills to act on their own.

The role of the youth worker is to maximise the young person's ability to benefit under legal and institutional frameworks through advocacy and participation. Young people should be encouraged to believe in themselves and identify oppressive factors so that they can overcome inequality.

Youth workers' required skills: motivational skills, awareness of power imbalances and ability not to adopt a leadership role in programmes; an understanding of welfare and legal rights, networking and relationship building with bureaucracy.

The Empowerment Model (Non-Radical)

This holds that young people don't have enough control or power over their lives.

The core values are that young people need to be given more control over their lives and that they are capable of making independent decisions, providing adults allow them. It also states that empowerment can be achieved if the young person is assisted to become more powerful within whatever framework of values they individually choose.

The key motivation is to help young people gain control over their lives. The interventions adopted must take on a 'laissez faire' approach and allow young

people to take their own action. Youth workers need to be supportive and motivational without interfering in the process and should be seen in the role of a 'friend'.

Youth workers' required skills: ability to adopt a 'laissez faire' approach and allow young people to take their own action. Be supportive and motivational without interfering in the process and should be seen in the role of a 'friend'.

This model is broadly similar to the 'pure' model of social work practice (Davies,2005), (see below).

Treatment model

Unlike the above asset-based, empowerment social justice models this perspective *defines young people as deviant or deficient, who present a social threat to the community.* Young people must be treated or made to conform to societal 'norms' to become productive members of society. The model assumes that there are widely agreed and accepted standards of behaviour. The values that underpin this model are social conformity and self-improvement and the model ignores issues of social justice (which is central to the other models).

The main aim of this model is to promote good citizenship and conventional lifestyles. Interventions require structured discipline and programmes to limit anti-social behaviours and promote specific standards and values. This prescriptive, top-down outcome-focused approach leads to targeted youth development initiatives similar to some sport and employability (or youth 'at risk') programmes.

This prescriptive approach has increased in recent years because of reduced and more targeted welfare funding, with a growing requirement for evidence-based accountability for agreed outcomes. Reflecting on this situation Coussée et al (2009) argue that internationally, over the last ten years the empowering practices of youth work, and the social spaces in which it takes place, have fallen out of fashion with policy makers. Because of this, Nicholls (2012) argues some practitioners increasingly feel like radical youth work practices are in danger of extinction

The Treatment Model is viewed by many youth work critics as a form of therapeutic social work rather than universal, inclusive participant-centred youth work. For example, Slovenko and Thompson (2016: 19) argue that 'targeting certain groups of young people and meeting prescribed outcomes…is incompatible with youth work and does not represent what is meaningful about its process and impact'. Likewise, McGregor (2015:65) argues that,

> **If adults and young people being partners in the learning process and curriculum emerging from the lived experience**

of young people are regarded as foundational principles, then we cannot agree that predetermined issue-based youth work at the extreme end of the spectrum is universal.

PRESCRIPTION AND YOUTH WORK

This line of criticism maintains that if a core value of youth work is the development of mutually respectful relationships and an asset-based view of young people, through which participant-driven opportunities for *informal learning* arise, such a process carries intrinsic 'risk' and cannot be 'micromanaged' to achieve pre-determined outcomes as in the Treatment Model. For many youth workers the therapeutic practice of the Treatment Model is perceived to be incompatible with informal education – a basic tenet of youth work. Nolas (2014) argues that it is the promise of social accountancy that 'structured' programmes offer that appeals to policy makers, far more than the riskier and messier sounding language of relationships, identity and belonging that is found in more critical youth development literature (Fine & Sirin 2007) and in radical youth work traditions (Belton 2010).

Therefore, there seems to be a perceived incommensurability between youth work as a process built on 'mutual trust, justice and equality' and youth work as a tool to deliver top-down policy outcomes for socially excluded young people. The key issue here relates to the role of the participant in deciding the content of the programme. 'Purist' (Davies, 2005) programmes are *participant-driven*, tailored to the interests and concerns, needs, rights and responsibilities of young people, *giving priority to how they identify and understand these* – the so-called 'participants' mandate'. This seems to conflict with a pre-determined curriculum and outcomes in (say) a sport for employability programme.

In this regard it is important to note the *2010 Resolution of the Council of the EU on youth work,* which seems to affirm the assets/universalistic approach:

> **Youth work takes place in the extracurricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics (in Dunne et al. 2014:53).**

The outcomes of youth work cannot therefore be determined in advance because they emerge out of this dynamic, mutable environment.

In response to such instrumental approaches to working with young people, debates have focused on the need to reconnect with the more radical roots of youth work practice (Davies 2010; Batsleer 2010, both cited in Cooper 2012:55)

SHARED CHARACTERISTICS OF YOUTH WORK?

Cooper (2018) argues that the variety of models means that shared operational definitions of youth work that cross national borders are not possible. However, Cooper (2018: 11) and others (e.g. Council of Europe, 2020) argue that a 'synthesis of these various definitions highlights *shared characteristics* of contemporary youth work'. Consequently, it is possible to seek conceptual definitions of youth work *processes* that encapsulate essential features of practices, and these include a range of factors which are close to the so-called 'pure' definition (Davies,2005), with supportive democratic relationships, an asset-based view of young people, informal education and the centrality of young people's mandate – their concerns and social contexts.

Cooper (2018:11) identifies the shared characteristics of contemporary youth work as follows:

- **A focus on young people's lives and their concerns** (also 'starting from where young people are'; 'young people as primary constituency').

- Attending to the **social connection** ('association', 'belonging') and **the context of young people's lives** ('social ecology').

- Positive regard and processes for working through **supportive and friendly relationships**.

- A **holistic approach** to young people that includes commitment to:

    1. **Informal education** (also, 'mastery', 'independence', 'generosity', 'hand, head and heart').

    2. **An ethic of care and concern** that young people should flourish ('physical, emotional and spiritual', 'generosity', 'heart').

    3. **Facilitation of youth participation, rights and social justice** ('anti-oppressive', 'advocacy', 'empowerment', 'consciousness-raising').

- Acting with **integrity**. Youth work is characterised by a belief that workers should not only be approachable and friendly; but also that they should have faith in people; and be trying, themselves, to live good lives.

Council of Europe

Likewise, the Council of Europe (2020: 15) proposes that, despite the diversity of youth work in different countries in Europe, it is possible to identify core values and principles of youth work, which are strongly linked to the foundations of human rights of young people. These are as follows: Youth Work:

- is about **enabling** young people's learning, development and integration in society.

- promotes the **active participation** of young people within it and in society.

- activities are **socially engaging**, creative and **provide a safe space for young people**.

- is based on the **voluntary participation** of the young people.

- seeks to be accessible and actively **inclusive for all young people**.

- shows **flexibility in its approaches** and starts from where young people are, it is **centred on the needs and aspirations of young people**.

- reaches its aims "by **empowering and engaging young people** in the active creation, preparation, delivery and evaluation of initiatives and activities that reflect their needs, interests, ideas and experiences" (Council of Europe, 2020:18)

UNIVERSAL OPEN ACCESS YOUTH WORK – THE 'PURIST' VIEW

The above perspectives can be regarded as representing the dominant *ideological* perspective on youth work practice, which is based on the development of *authentic democratic relationships* with young people. It rejects a deficit view of young people, viewing them as societal 'assets' to be 'empowered', - via 'participative, dialogical and empowering' processes. (Dickson et al. 2013:.3).

Universal youth work provision is associated with a holistic approach which can be summarised as follows (McGregor, 2015):

- Participation is *voluntary.*

- It consists of processes of *non-predetermined informal learning/social pedagogy* that start with the lived experiences of young people. This argues for *the primacy of young person's mandate* in determining the nature and content of programmes, rather than a school-like pre-determined curriculum. The purpose of the work must be predominantly that of achieving outcomes related to young people's personal social development (as distinct from their academic or vocational learning) (McKee et al,2010).

- Methods include the extensive use of *experiential learning and of small groups* (as distinct from a prescribed curriculum and whole-class teaching or in individual case work) (McKee et al, 2010).

- Recognition of the young person and the youth worker as *partners in a learning process*.

- Positive and *democratic social relationships* are at the core of this approach. Youth work is distinguished from other forms of working with young people as the development of *relationships is assigned intrinsic rather than instrumental value*: 'While other professions build a relationship in order to provide a service, youth workers provide a service in order to build a relationship' (Fouce et al,2010:18).

- It produces *soft outcomes which are emergent and negotiated with young people*, rather than being defined in advance. This means that they are

regarded as difficult to quantify and are often accompanied by an aversion to quantitative evaluation.

- The length and depth of *engagement is voluntary and unpredictable*. This means that participation and measurement are vulnerable to 'self-selection', with no guarantee of the sustained depth of engagement needed in order to use 'validated' measurements to measure outcomes.

EVIDENCE OF EFFECTIVENESS

The mixture of an emphasis on soft outcomes and an aversion to quantitative evaluation has led to an overall lack of evidence about effectiveness and youth work outcomes. At a Europe-wide level, 'there is little evaluation data of youth work practice itself which hampers the identification of the outcomes and the contribution that youth work makes in the lives of young people' (Dunne et al. 2014:176). In the UK and Ireland, there is a general dearth of 'specific investigations of youth work activities' (Dickson et al. 2013: 46).

The use of robust metrics to link process to outcome through rigorous scientific methods is viewed '*at odds with the humanist rhetoric of traditional youth work*' (McGregor, 2015:24*),* which expresses scepticism about such positivistic approaches. The resistance to the rigorous evaluation of youth work is also based on a suspicion that evaluation has a management orientation. Also 'giving voice' through qualitative work is viewed as inherently more relational (and therefore more youth work appropriate), than quantitative research (McGregor, 2015:31)

THEORIES INFORMING YOUTH WORK

McGregor,2015:20) argues that behind the various definitions and typologies of youth work lie several different (sometimes discrepant) theories and purposes. In this regard Dickson et al (2013) undertook a survey of 93 evaluation studies of variable quality of youth work programmes and identified the following theories as informing various approaches to youth work (it should be noted that 27 per cent of the studies did not state the theory):

- Positive youth development (n:32)

- Socio-ecological model (Bronfenbrenner, 1977) (n:8)

- Empowerment (n:5)

- Developmental assets / Skill development (n:5)

- Other (e.g., social capital, experiential education, service-learning pedagogy, relational theory, critical consciousness). This catch-all category (n:25) serves to illustrate the diversity of approaches adopted within youth work practice.

1. Positive youth development (PYD)

This was easily the most widespread underpinning theory identified by Dickson et al (2013). It is an American paradigm (Lerner et al, 2009; Holt and Neely, 2011) with a framework which seems to have many of the elements of universal youth work (although critics refute this - see below) and informs a lot of sport for development provision (Holt and Neely, 2011. Holt et al 2016). It claims to guide communities in the way they organise services, opportunities, and supports so that young people can develop to their full potential.

Dickson et al (2013: 23-24) outline PYD's basic premises as follows:

- For young people to meet developmental targets, they need to be engaged in activities delivered in settings that are safe, supportive and **foster meaningful relationships**. This approach is considered to be vital to ensuring successful personal and social outcomes and with *the type of activity considered secondary.* Thus, potentially, theories of positive youth development could underpin a range of different youth work activities.

- The '**promotion of bonding, cultivation of resilience**' and the promotion of a range of social, cognitive emotional, behavioural and moral competencies, including provision of recognition for positive behaviour, opportunities for pro-social involvement, and promotion of pro-social norms

- Like youth work**,** programmes are delivered **interactively rather than didactically**.

In detail, communities that adopt a PYD approach emphasise the following principles (Act for Youth, no date):

- **Focus on strengths and positive outcomes**. Rather than taking a deficit-based approach, communities help young people *build on their strengths and assets* and develop the competences, values, and connections they need for life and work.

- **Youth voice and engagement**. Youth are valued partners who have meaningful, *decision-making roles* in programmes and communities. Youth are encouraged to **participate in design, delivery, and evaluation of the services,** with adults and youth working in partnership.

- **Strategies involve *all* youth**. Communities support and engage *all youth* rather than focusing solely on "high-risk" or "gifted" youth. Communities do, however, recognize the need to identify and respond to specific problems faced by some youth (such as violence or premature parenthood).

- **Community involvement and collaboration**. Positive youth development includes but *reaches beyond programmes*; it promotes organisational change and collaboration for community change. It involves civic involvement and civic engagement*; youth contribute to their schools and broader communities through service.* It involves and engages every element of the community — schools, homes, community members, and others. PYD is an investment that the community makes in young people and youth and adults work together to frame the solutions

- **Long-term commitment**. Communities provide the ongoing, developmentally appropriate support young people need over the first 20 years of their lives.

PYD is closely associated with the 5Cs outcomes which are (Holt and Neely, 2011:304):

- **Competence**: a positive view of one's actions in domain specific areas.
- **Confidence**: an internal sense of overall positive self-worth and self-efficacy, and one's global self-regard.
- **Character**: an individual's respect for societal and cultural rules.
- **Caring/compassion**: a person's sense of sympathy and empathy for others.
- **Connection**: positive bonds with people and institutions.

Holt and Neely (2011: 304) see the 5Cs as 'essentially measurable constructs that represent the desired outcomes of youth development. When all five Cs are present, a sixth C (contribution) may occur, which enables youth to give back to their community and society'.

2. Critique of PYD

Critics argue that although PYD espouses the youth work principles of universal access and democratic involvement in principle, it does not do so in practice**.** The PYD process is viewed as being driven by a more prescriptive set of concepts and individualistic outcome measures derived from developmental psychology (Mcgregor,2015:38). The approach attempts to support the integration of youth in the existing social order without being much interested in young people's opinions, especially if those do not fit in the existing social order (Taylor 2012). PYD as a concept draws its moral justification in applying principles of developmental psychology from the liberalist or libertarian conception of society. (Schulman and Davies, 2007).

The attraction of such a prescriptive approach is partly due to pragmatic funding considerations. Nolas (2014) argues that the importation of PYD has generated a strong interest in outcomes monitoring and evaluation, and experimental and quasi-experimental approaches to assessing programmes**.** The 'positivity imperative' of PYD has been robustly criticized (Taylor 2012; Sukarieh & Tannock 2011). Central to these critiques is the fact that PYD fails 'to recognize adequately the broader nature of youth stereotyping in society' and the 'doubling' of youth as a social category onto which society's hopes and fears are projected (Sukarieh & Tannock 2011:688). Instead, PYD promotes a *decontextualized approach to youth*, youth leisure spaces, and young people's developmental trajectories, ignores the socioeconomic landscapes that impact on young people's leisure practices (Shildrick & MacDonald 2006), and continues to universalise and individualize personal change.

Consequently, critics argue that PYD increases the tension between the 'methodological professional identity' of youth work and youth work as a

fundamentally political process occurring through democratic social learning processes (Schulman and Davies, 2007: 129). Taylor (2012:123) argues that PYD ignores the issue of who defines positive behavioural and pro-social norms and argues that,

> **PYD falls at the first hurdle. The subject of its enterprise, the normal adolescent, is an ideal type distilled from all manner of comparative experiments, tests and scores...In parallel, PYD offered the prospect of the model youth worker, planning meticulously his or her scientifically predetermined programme of social integration...Its bearers into the heart of the work have been the managerialists, the external trainers and consultants.**

3. Socio-ecological approach (n:8)

Dickson et al.'s (2013) second youth work theory is similar to PYD and also the Reform Model of youth work (Cooper and White,1994) as this approach believes that the practice of youth work needs to reflect and address the *dynamic relationship that young people have with others, as well as the wider context of their lives*. Young people are encouraged to use an ecological framework to explore their "multiple selves" in different socio-geographic contexts. They 'also engage in critical analysis of socio-historical antecedents, power analysis and an examination of policies, laws, organisations and cultural practices that affect their lives and that they wish to understand and alter' (Dickson,2013:24). They are also supported to 'learn to negotiate with one another, and to engage with other community partners in making decisions and taking action at multiple levels, that reflect the needs of their community' (Dickson, 2013:24). The process reinforces group cohesion and community connectedness and results in positive individual-level developmental outcomes, with the pathways being interactive and iterative.

4. Empowerment (n:5)

Dickson et al.'s (2013) third youth work theory is similar to the non-radical Advocacy and Empowerment models (Cooper and White, 1994) and asserts that the way to improve outcomes for young people is for them to develop *a greater understanding of power and control in their lives,* socially, politically and economically. This is said to be achievable by supporting young people to be consciously and critically engaged with society through a variety of youth work activities. Young people are supported to engage in their community by 'providing them with training in citizenship and character development, and rewards and sustains their participation by offering opportunities for supervised recreation and 'summer projects'' (Dickson et al, 2013:24). This is achieved by working closely with the community 'assisting neighbourhood organisations and youth to plan and

carry out community development projects'. Young people are empowered by developing 'skills for communicating with adults and expressing themselves with confidence', with participation giving them 'real decision-making power' (Dickson et al, 2013:24).

5. Developmental assets/ Skill development (n:5)

Similar to the Reform Model (Cooper and White, 1994), through the process of participating in youth work, young people learn and develop a wide variety of skills. Often, the acquisition of these skills is *incidental rather than predetermined*. Young people may express a wish to develop specific skills, e.g. cookery, music production or football. Youth workers may offer opportunities that challenge and stretch.

These skills are all transferable into their wider lives of school, families, communities, workplaces and so on. It is part of the youth work process for youth workers to help young people to reflect on and identify the learning and development of skills that take place over a period of time and that come about because of their experiences and learning. This also seems to be broadly similar to Pawson's (2006) theory of mentoring (see below).

SOCIAL PEDAGOGY

Cooper (2018) argues that a key difference between UK and European youth work is the predominance of the tradition of social pedagogy in the latter- a tradition which does not make a sharp distinction between education and welfare. In Germany and Poland training in social pedagogy qualifies a person as a youth worker (Slovenko & Thompson,2016). However, Cooper (2018) also argues that social pedagogy is not a single 'European' tradition and variations are found between countries and in different contexts.

Social pedagogy is based on humanistic values stressing human dignity, mutual respect, trust, unconditional appreciation, and equality. It is underpinned by an *asset-based perspective*, viewing children, young people and adults as *equal human beings* with potential and considering them competent, resourceful and active agents. Overall, Petrie et al (2006) state that social pedagogy aims to achieve the following:

- Holistic education – education of head (cognitive knowledge), heart (emotional and spiritual learning), and hands (practical and physical skills).
- Holistic well-being – strengthening health-sustaining factors and providing support for people to enjoy a long-lasting feeling of happiness.
- To enable children, young people as well as adults to empower themselves and be self-responsible persons who take responsibility for their society.
- To promote human welfare and prevent or ease social problems

The nine principles underpinning Social Pedagogy are (Petrie et al, 2006):

- A focus on the young person as a whole person, and support for their overall development.

- The practitioner seeing herself/himself as a person, in a relationship with the young person.

- The *centrality of relationship* and, allied to this, the importance of listening and communicating.

- Young people and staff are seen as *inhabiting the same life space*, not as existing in separate hierarchical domains.

- As professionals, pedagogues are encouraged *constantly to reflect on their practice* and to apply both theoretical understandings and self-knowledge to the sometimes challenging demands with which they are confronted.

- Pedagogues are also practical, so their training prepares them *to share in many aspects of young people's daily lives and activities.*

- Young people's *associative life is seen as an important resource*: workers should foster and make use of the group.

- Pedagogy builds on an understanding of *young people's rights* that is not limited to procedural matters or legislated requirements.

- There is an *emphasis on teamwork* and on valuing the contribution of others in 'bringing up' young people: other professionals, members of the local community and, especially, parents.

SOCIAL PEDAGOGY AND SPORT FOR DEVELOPMENT

Clearly social pedagogy is closely related to the critical pedagogy of Paolo Freire and Spaaij and Jeanes (2013) explore the relevance of Freire's work to sport for development, which they argue is currently dominated by a top down 'banking concept' of education similar to the Treatment Model of youth work (Cooper and White, 1994). Here knowledge is 'a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing' (Freire 1972, 46). Banking education is an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of teaching learners to dialectically engage the world as Freire proposes, banking education operates to naturalize reality and 'domesticate' learners. In short, it reproduces structures of domination by integrating learners into the logic of the present system and by bringing about conformity to it (as critics of PYD and the Treatment model do).

Like the 'pure' youth work approach, *relationship building* is central - the development of meaningful, sustainable contact between programme staff and participants based on respect for the cultural contexts in which the young people live. The relationship-building approach sensitises practitioners to the *importance of sustained, positive engagement* between programme participants and between educators and participants

Spaaij and Jeanes (2013) outline three principles which are very similar to the 'pure' version of youth work:

- **First principle**: the curriculum is to be built around the themes and conditions of people's lives. It is vital that *participants define their own needs and* set goals for SDP programmes, in collaboration with educators.

- **Second principle**: When developing a critical pedagogy, it is necessary to consider what are likely to be the *most effective methods to increase awareness and develop a sense of agency.* There is a need to move away from didactic pedagogies that some view as being disempowering as well as ineffective for promoting learning.

- **Third principle**: In critical SDP education the educational process can be *directive without being authoritarian or manipulative*. Freire points out that the educator needs to create an open, democratic atmosphere, but never one of laissez faire (this seems at odds with some perspectives on youth work (e.g. The Empowerment Model (Non-Radical)) The educator assumes the necessary authority which he or she has by virtue of his/her intellectual development and training in critical scrutiny, but never transforms authority into authoritarianism. For Freire, *directiveness can be compatible with dialogue and respect for differences in ideas and opinions*. While the educator continues to be different from the participants, he or she cannot permit these differences to become antagonistic or undemocratic. In fact, Freire argues, those very differences make the liberatory project possible, a project in which the educator is neither neutral nor passive in working with participants, but rather actively and critically engaged.

To achieve this, programme providers 'must be converted to dialogue in order to carry out education rather than domestication' (Freire 1973: 52). They must be *'problem-posers and dialogue-leaders instead of domineering narrators'*

YOUTH WORK SUMMARY

Because of the existence of a variety of models of youth work and widespread debate about its nature it is not possible to provide a consensual operational definition of youth work that crosses national borders (Cooper, 2018). Nevertheless, several authors (Cooper, 2018; McGregor, 2015; Dickson et al, 2013; Council of Europe, 2020) agree that *shared characteristics* of process and practice can be identified. Table 1 outlines what appears to be the broad agreement as to the essential features of youth work practice (based on McGregor, 2015; Dickson, et al, 2013; Davies,2005)

Table 1 The Components of the Universal Open Access Youth Work: 'Purist' view

- **Person centred and led by young people** and their expressed needs and concerns rather than having a pre-determined outcome focus. Participants **leading their own youth work is essential.** Critical dialogue encouraged and balance of power is in young people's favour.

- Favours **active, experiential and collective learning** over didactic and individualised forms, or predetermined curricula

- Individualised, differentiated, **informal and non-formal** learning opportunities. Educational value often implicit in activities

- **Outcomes cannot be determined in advance** because they emerge out of a dynamic mutable environment

- **Respectful of and actively responsive to participants' peer networks**. Starts from the premise that because such peer networks are so binding on the individual young people who belong to them, they represent a crucial point of access to and departure for work. **It embodies one of youth work's key defining features**

- **Voluntary engagement.** Young people choose to be involved and can leave at any time. **The defining feature of youth work** (Davies, 2005)

- **Asset based approach to young people - not deficit based.** Potentiality focus

- The **engagement of young people in local democratic processes is essential**; it fosters a sense of belonging and allows communities to become stronger helping young people to understand different types of engagement and the **respective power that this gives to individuals**

- Builds **mutually trustful and respectful relationships** with and between young people

- Seeks to build **personal and social competencies**

- Confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork.

- Occurs mainly in **informal community-based settings**

- Ignores stereotypes and labelling to enable young people to **clarify and embrace key features of their individual and collective identities** in relation to class, gender, ethnicity, sexuality and disability.

The key issue relating to Table 1 is *how many of these factors must be present for a programme to qualify as 'youth work'*? Some are clearly key elements while others might be negotiable. Youth work practice is based on an open access, inclusive approach, rejecting stigmatising stereotypes and labels, with voluntary engagement. It adopts an asset-based approach to young people rather than a deficit view and acknowledges the importance of their peer networks. Practice is non-formal, experiential and person-centred, based on their expressed interests, needs and concerns – the young person's mandate -and not on a pre-determined outcome-focused curriculum. Programmes are based on mutually trustful and respectful relationships between participants and youth workers, with young people viewed as equals and involved in democratic processes, determining the nature of programmes, tipping the balance of power in their favour.

CASE STUDIES

Introduction

To complement the literature review we wished to identify illustrative case studies of organisations and programmes which seek to combine sport for development with youth work practices. In doing so we hoped to contribute to the process of establishing an inventory of organisations that have published practice-oriented material on the topic and use this inventory to establish an online Community of Practice with which to interact during the course of project.

In this context Ivana Novaković, Program Coordinator for the Serbian Nacionalna Asocijacija Prakticara/ki Omladinskog Rada (NAPOR) - an umbrella organisation for the youth work sector - produced three international case studies. These are, a Serbian organisation Grupa 484 which deals with immigrants and refugees; a UK organisation, Salaam Peace, which is a community engagement organisation that uses sports and social education to bring people from diverse backgrounds together and a Brazilian organisation, the Guga Kuerten Institute (IGK) - a non-profit civil organisation that aims to ensure opportunities for social inclusion for children, adolescents, and people with disabilities

The framework for the case studies is based on Table 1 The Components of the Universal Open Access Youth Work. The full case studies are included in Appendix 2.

Case Studies

Although the case study organisations deal with different target groups and operate in very different contexts there are important similarities.

Sport Plus and experiential learning

All three use sport as an important context for group bonding in a safe environment and, reflecting youth work practice, for informal experiential learning. They emphasise the ability of sport to illustrate the value of fair play, tolerance, teamwork, communication. Given the wide diversity of participants catered for such an approach may be better suited to those who had failed in the school system or have language difficulties and feel less confident in formal didactic workshops. Also, all recognise sport on its own will make a limited contribution to personal development and sport needs to be amended and/or supported with other activities and workshops. Consequently, they all adopt a sport plus approach (see below) with sport used within a range of other reinforcing activities. For example, all three use interactive workshops to explore issues raised in their sporting activities.

The Centrality of Participants

The key youth work requirement – that participants lead their own youth work -is variable and often vague, although present in some form. The most formal is Salaam Peace's youth advisory board, which also permits some participants to be involved in democratic processes. An IGK leadership programme encourages participants to develop solutions and actions which will have a social impact on their and Grupa 484 relies on the previous experiences and knowledge of users to create programme content.

Outcomes

Two of the case study organisations accept that it is difficult to determine outcomes in advance (although they have broad desired outcomes) because of the dynamic nature of activities, with issues emerging from the participants. Because of the short-term nature of the working with refugees the third programme (Grupa 484) adopts a more focused approach.

Voluntary participation and positive trustful relationships

Although some participants in one organisation (Sallam Peace) are referred by other agencies, most participation in all three programmes is entirely voluntary and mutually trustful and respectful relationships are at the core of the programmes

Respectful of peer networks

The organisation working with refuges uses a cultural mediator, another forms teams from the same communities and the third employs volunteers from participants' communities

Asset-based approach

All three seek to address the developmental potential of young people and 'build on the previous experiences and knowledge of users' (Grupa 4840)

Engagement in democratic processes

All use different approaches to this issue. Salaam Peace has a formal youth advisory board, Grupa 484 use interactive workshops and IGK via the Race of Champions programme enable participants to decide where to invest their money prizes in the community.

These three international case studies (see Appendix 2) serve to illustrate how differing approaches in different contexts can combine sport for development with youth work practice.

YOUTH WORK COMPETENCES

The UK National Youth Agency has outlined six National Occupational Standards for youth work (NOS) as a core element of the training and the benchmark of professional standards. They (National Youth Agency, 2020:28).

Set out the values of youth work that should underpin all practice and describe the competencies required to carry out the tasks undertaken by the youth work workforce. They do not describe a specific role, but the standards of performance and the knowledge required in youth work practice and in formal youth worker training

The six occupational standards are (National Youth Agency, 2020a:8):

- Work with young people and others.
- Facilitate learning and development of young people through planning and implementing learning activities in youth work.
- Actively demonstrate commitment to inclusion, equity and young people's interests, health and well-being.
- Plan and Implement strategy and youth work activities.
- Develop, lead and manage self and others.
- Working with Communities.

Although it also provides a list of competences associated with the occupational standards, they are largely descriptive and broadly relate to the elements outlined in the various models explored above.

Council of Europe: Youth Work Portfolio

This outlines a framework based on 6 functions of youth work and associated competences. Competences have three interlinked dimensions:

- The **knowledge** of the themes and issues needed to undertake youth work.
- **Skills** required to undertake youth work and
- **Attitudes and values**.

The combination of functions and competences identify both the presumed nature of youth work practice (and critical self-evaluation) and the competences required to deliver it. As the competences listed are very detailed, we have chosen to include them in Appendix 1 and simply list the broad functions and competences here.

1. ADDRESS THE NEEDS AND ASPIRATIONS OF YOUNG PEOPLE

Competence 1.1	Build positive, non-judgemental relationships with young people
Competence 1.2	Understand the social context of young people's lives
Competence 1.3	Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable
Competence 1.4	Relate to young people as equals
Competence 1.5	Demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context

2. PROVIDE LEARNING OPPORTUNITIES FOR YOUNG PEOPLE

Competence 2.1	Support young people in identifying their learning needs, wishes and styles, taking any special needs into consideration
Competence 2.2	Create safe, motivating and inclusive learning environments for individuals and groups
Competence 2.3	Use a range of educational methods including ones that develop creativity and foster motivation for learning
Competence 2.4	Provide young people with appropriate guidance and feedback
Competence 2.5	Inform young people about learning opportunities and support them to use them effectively

3. SUPPORT AND EMPOWER YOUNG PEOPLE IN MAKING SENSE OF THE SOCIETY THEY LIVE IN AND IN ENGAGING WITH IT

Competence 3.1	Assist young people to identify and take responsibility for the role they want to have in their community and society
Competence 3.2	Support young people to identify goals, develop strategies and organise individual and collective action for social change
Competence 3.3	Support young people to develop their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them
Competence 3.4	Support the competence and confidence development of young people

4. SUPPORT YOUNG PEOPLE IN ACTIVELY AND CONSTRUCTIVELY ADDRESSING INTERCULTURAL RELATIONS

Competence 4.1	Support young people in acquiring intercultural competences
Competence 4.2	Promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, etc.
Competence 4.3	Work creatively on and with conflicts with a view to transforming them constructively
Competence 4.4	Actively include young people from a diverse range of backgrounds and identifications in youth work activities

5. ACTIVELY PRACTISE EVALUATION TO IMPROVE THE QUALITY OF THE YOUTH WORK CONDUCTED

Competence 5.1	Involve young people in planning and organizing evaluation
Competence 5.2	Plan and apply a range of participatory methods of evaluation
Competence 5.3	Use the results of evaluation for the improvement of their practice
Competence 5.4	Stay up-to-date on the latest youth research on the situation and needs of the young people

6. SUPPORT COLLECTIVE LEARNING IN TEAMS

Competence 6.1	Actively evaluate teamwork with colleagues and use the results to improve effectiveness
Competence 6.2	Seek and give feedback about teamwork
Competence 6.3	Share relevant information and practices in youth work with colleagues

Use of the Portfolio

The Portfolio includes a *self-assessment tool and a learning development plan* that allows the user to set up learning goals. For each competence a rating scale is provided to enable an estimate of its relevance to the respondent's work and a space to provide reasons for such ratings. Respondents are also asked to assess their own level of competence and justify the rating with examples.

The Portfolio can also be used as a learning and development tool for an entire organisation as it can be used as a tool for people in positions of responsibility in organisations to reflect on the way the organisation is functioning and developing (Council of Europe,2015:35)

These issues and competences will be explored in our research.

YOUTH WORK AND EMPLOYABILITY

Introduction

We have identified two major reports, based on reviews of literature and research, which explore the contribution of youth work to employability - SALTO's (2014) report *Inclusion through employability: Youth work Approaches to Employability* and Youth Link Scotland (2020*) Youth Work and Employability.*

The perspective of both reports seems to reflect the Reform Model, in which young people are viewed as being socially disadvantaged *by their environment and upbringing*. Society will offer help to those who attempt to help themselves, by providing education and training to enable the young person to compete in the job market via programmes and services that target the needs of young people, coupled with personal development programmes. The youth work skills required from this perspective are motivation, rapport building and the ability to help young people identify their own needs and develop personal development skills.

However, illustrating the diversity of perspectives on youth work, the reports offer different approaches to personal development and employability. They both emphasise the supposed inherent properties of youth work practice – trust, supportive adults, positive social relationships, responding to individual needs, informal learning. However, while SALTO (2014) tends to emphasise the learning supposedly inherent in youth work practice (plus close cooperation with the business sector to understand their needs and negotiate job opportunities), Youth Link Scotland (2020) places strong emphasis on additional educational programmes and specific vocational qualifications accepted by employers, with the youth worker playing the crucial role of a 'trusted adult' providing support, advice and on-going mentoring and guiding young people towards a range of traditional educational and vocational courses.

SALTO Inclusion through employability: Youth work Approaches to Employability

SALTO (2014) draws on a survey of employers to identify 16 rather vague and somewhat basic 'priority competences' for 'employability':

1. Cooperating	**9.** Self-reflection
2. Speaking	**10.** Networking
3. Listening	**11.** Handle authority
4. Flexibility	**12.** Respect rules
5. Planning and organising	**13.** Handle clients
6. Learning	**14.** Taking initiative
7. Giving feedback	**15.** Act independently.
8. Handle feedback	**16.** Empathising

In addition to these competences SALTO (2014) emphasises the critical importance of **interview skills** (although the report gives no indication how these would be developed)

It would seem that these competences are developed via non-formal learning programmes. For example, 'there is a mass of evidence about the importance of non-formal learning when intervening with young people. Informal settings where "learning is linked to their life-worlds, life-styles, to youthful interests etc. are more likely to anchor the meaning of learning as personally relevant" (Boi-Reymonds M. et al, 2002) (SALTO, 2014, 39).

However, it is emphasised that non-formal learning programmes aimed at increasing employability need to liaise closely with employers to find out what sorts of skills employers are most likely to value, and design contents accordingly, but no details of the nature of such programmes are provided, although general principles are outlined.

For example, SALTO (2014) suggests that studies undertaken with young people demonstrate that the following factors are key to successful employment interventions with excluded youth (interestingly these factors reflect many of those highlighted in the previous analysis of youth work principles in this report):

▪ It is important to acknowledge the **lengthy and complex nature of the transitions** of vulnerable young people into the labour market. For this, holistic and long-term approaches proved to be more successful than expectations of rapid results.

▪ The **quality of the relationships of young people with practitioners** is key, "respecting young people's confidentiality, and avoiding stigmatisation, are also crucial to establishing trust"

▪ Young people need to **trust the relevance** of the programmes offered to them

▪ "Some effective transformations for socially excluded young people have been produced by the **self-organisation of marginalised groups to empower themselves**, protest publicly against discrimination and exclusion, and take more direct forms of political action. In some cases, such movements have been highly successful in engaging with policy makers to promote positive change" (this seems to relate to the Advocacy Model (Radical))

▪ The study "How to Avoid Cooling Out? Experiences of young people in their transitions to work across Europe (2002 17) highlights the importance of young

people **feeling themselves participating in their own transitions** to the labour market. The study also highlights the importance **of non-formal learning** for young people who disengage with formal transition systems.

SALTO (2014) recommends that any programmes take into account **four broad principles** that have been identified by researchers, youth workers and policy makers as key factors of success (these factors draw on traditional youth work practice and reflect issues identified earlier in this report):

1. Involvement and participation of excluded or at-risk young people in the identification of their own needs and in the design, implementation and evaluation of all actions and programmes targeting them. The actions proposed must be meaningful and credible for young people, should be attractive to them, and any barriers to access need to be resolved.

The report (SALTO, 2014. 13) emphasises that actions in support of youth cannot be effective without considering how their needs may vary.

> **In practice, it is usually more effective, and empowering, to tailor support to young people in terms of the obstacles they need to overcome, i.e., as described by young people themselves. This means that young people should be involved in identifying their own needs. Thus, practitioners working with young people need to speak to them and solicit from them – in their own words – a description of the obstacles they face and the needs they have. The objective is not to invalidate the diagnosis of a situation that a qualified professional can make; rather it is to say that the subject – young people – needs to be part of that diagnostic and prescriptive process.**

This general youth work principle is supported by research which shows that policy and actions for a given target group are more effective when that policy target (i.e. youth) is involved in developing the actions and policies that concern them – and thus given **'agency'** or **'empowerment'**

The report (SALTO, 2014) concludes that this principle is widely accepted but seems to be under-applied in practice – which may well be due to a fundamental paradox between a principle of involvement and a target group of the disengaged.

2. Holistic coordination and governance has to be practiced: actions, services and diagnoses have to be joined up and talk to each other, not just about general coordination, but about specific young people, and thus be taking place at a local level. Such an approach must be interdisciplinary, and it must be long-term.

3. Non-formal learning (another principle of youth work) will be essential to successfully equipping young people with the skills that will increase their employability. Such skills include various work-related, social and behavioural

abilities, which can be broadly grouped as 'generic skills' – non-formal learning approaches are the most effective means of **teaching such skills**. The challenges to non-formal approaches are: correctly identifying the key competences to focus on and when, validation of learning and acceptance of non-formally obtained qualifications within hiring processes.

4. Entrepreneurship needs to be nurtured among the young, as they are the business creators and innovators of our not-too-distant future. Programmes and structures working with young people can do a lot to develop entrepreneurial interests and attitudes, and to furnish young people with experiences and skills that will facilitate a path into business initiative. However, broader issues concerning the general business environment, business creation and barriers to entry need to be recognised and addressed if cultivating entrepreneurship is a real goal.

SALTO (2014) suggest that youth entrepreneurship is generally being given more attention in youth programmes and policies across Europe. It is an area of growing priority because it is an option for employment – particularly where young people may have fewer options for otherwise becoming employed.

SALTO (2014) suggests that youth workers do not have to be experts in business or to design entrepreneurial programmes on their own, but rather, **need to work in partnership with existing specialised services and with entrepreneurs themselves**. To access first-hand knowledge and insights about the needs and requirements of entrepreneurship, it is essential youth workers work with the business sector.

For the report the key issue relates to how **meaningful participation** of young people can be achieved in practice. To achieve this the report recommends seven key principles, which are based on basic principles of youth work:

- **Dynamic.** Structure the participatory event so that participants actually do something and interact – i.e. going beyond the common format of consultation, where a presentation is followed by a question-and-answer session. Unless the audience is already quite engaged, the latter approach risks falling flat, with little or no articulation of questions, concerns or feedback from participants.

- **Real expectations**. Participation must lead to something real, a result that can be clearly perceived – e.g. an amount of money is going to be spent and the participation of young people will determine or influence how.

- **Credibility.** They believe the youth workers. What they propose is sincere, with no hidden agendas or selective omissions (you 'level' with them). The workers degree of commitment affects theirs.

- **Proximity**. If the issue is not close (physically or emotionally) to them, of any real concern in their own individual lives, they will not get involved.

- **Empowerment**. Take them seriously. The activity is for them, so allow them to participate in designing and making decisions about it.

- **Emotion**. Usually this will be through generating positive emotions such as enjoyment, pride or belonging. Overall, it is clear enough that the dynamics of motivation and emotive drives are inseparably linked.

- **Mediation**. A mediator might be termed a 'cultural coach', a 'bridge person', a 'Youth Ambassador', and so on. In some cases bridges can be built with disengaged young people by working through people who are considered members of the targeted group, whatever that group may be – e.g. people from the same ethnic or religious group, from the same area of the city, from the same language group or with the same accent, with the same handicap, who share some sort of similar experience, and so on.

The development of generic and other skills needs to be coordinated. When addressing a need to develop a person's generic skills – and generally increase their employability – it is usually most effective to structure such training and learning programmes in appropriate stages. Learning approaches that depend on the participants having certain generic skills will be unsuccessful and counter-productive if the pertinent generic skills gaps have not first been sufficiently resolved.

Identifying skills gained non-formally

SALTO (2014) argues that it is important for young people to be able to identify the skills that they have developed and also to be able to communicate them to potential employers. SALTO suggests that young people often think that non-formal learning 'doesn't count'. So, it is essential to enable them to recognise and value such learning.

To enable this dual process of self-reflection and communication they propose the use of aspects of the Youth Pass which defines competence as a combination of attitudes, knowledge, skills and behaviour and is designed for youth workers.

Another recommended approach is the C-Stick a digital tool which contains a range of key competences, identified in consultation with employers (see above). Young people work with the database on the C-Stick, which enables them to analyse their competences and build a CV – picking from options it asks them about their skills and experience and assists in their personal development strategies

For SALTO this self-awareness of learning and developing the ability to communicate with employers is central to the development process.

Youth Link Scotland Youth Work and Employability

Youth Link Scotland (2020. 5) outlines the youth work approach as engaging 'with the young person on their terms. The relationship is built on trust. In turn, the young person is more confident and prepared to join the work force, with better employability prospects.' For Youth Work Scotland (2020) the **'crucial role' of the youth worker is that of 'a trusted adult' who can advise and guide young**

people to the relevant educational or vocational course, which seem to be the key to developing employability skills – this is clearly similar to the Reform Model approach. The role of the youth worker is to 'support young people into positive, sustained post-school destinations, increasing achievement through approaches such as youth awards and providing learning opportunities to develop employability skills'.

Also like SALTO it encourages and supports volunteering is a core activity

Youth Work Scotland (2020) identify **seven Outcomes relevant to employability** which 'can be achieved in a range of youth work contexts and practices'. They are:

▪ Outcome 1: Young people are confident, resilient and optimistic for the future

▪ Outcome 2: Young people manage personal, social and formal relationships

▪ Outcome 3: Young people create, describe and apply their learning and skills

▪ Outcome 4: Young people participate safely and effectively in groups

▪ Outcome 5: Young people consider risk, make reasoned decisions and take control

▪ Outcome 6: Young people express their voice and demonstrate social commitment

▪ Outcome 7: Young people broaden their perspectives through new experiences and thinking

However, going beyond youth work practices, the key to achieving such outcomes and employability is work-based training programmes and courses developing skills and industry-recognised qualifications.

Youth Work Scotland provides several examples of relevant vocational training courses. For example (Youth Work Scotland, 2020, 10):

> **The Skills Training Programme consists of up to 26 weeks work experience four days a week in a work placement usually within council services, care/childcare, catering, customer services/clerical and in operational services, plus a day of self-development and employability training. This gives young people the opportunity to gain the vocational and personal skills required to secure and sustain work. Young people learn new skills and gain the confidence necessary to progress on to further education, training or into work**

It quotes a study by the Scottish Youth Work Research Steering Group (2018) *The Impact of Community-based Universal Youth Work in Scotland* which 'confirmed that participation in youth work is important for acquiring and enhancing skills, such as those acquired through formal qualifications (both educational and

otherwise, e.g., driving licence), work experience, life experience and accredited/ achievement awards. Skills for life were closely linked to the tailored nature of youth work, in particular, the identification of strengths and interests suited to each young person, enabling appropriately matched employment opportunities. Links between the skills developed through youth work with vocational destinations and career aspirations were revealed' (Youth Work Scotland, 2020,8).

Other than the Youth Work Scotland emphasis on vocational courses and volunteering, *neither* provide detailed guidance as to the nature of activities and programmes and simply assert that the practice of youth work will enable the development of personal and social skills relevant to employability.

SPORT AND EMPLOYABILITY

We now turn to examine a programme theory for sport and employability programmes to compare and contrast it with the characteristics of youth work identified above. Our analysis of sport and employability is based on an Erasmus + project which immediately preceded this one (Coalter et al, 2021). The main purpose of the research was to develop a manual based on a theory of change perspective to enable the development and evaluation of sport and employability programmes for NEETs.

The research was based on an exploration of the theories of change articulated by programme providers and the experience of former programme participants and their perceptions of the most effective elements of the programme. It was undertaken with ten organisations from eight EU member states (Belgium, England (three programmes), France, Germany, Hungary, Netherlands, Portugal and Spain).

 All the organisations were autonomous NGOs who had developed their programmes independently. Of the 10 organisations, six had open-access recruitment (similar to youth work), with four using a targeted approach (similar to the Treatment Model) and in one, attendance was a required condition for receipt of benefits (in contrast to youth work). The programmes ranged from an intensive five weeks to a relatively open-ended approach. Broadly similar to a youth work approach, in all organisations, sport (mostly football) was used as an initial attraction and for the establishment of positive and supportive social relationships and for experiential learning of a range of soft skills (e.g. teamwork; perceived self-efficacy; communication; conflict management). All adopted a sport plus approach with the provision of employability-focused workshops. Three adopted a Sport Plus 2 approach which fully integrated experiential learning through sport into the programme by using the sporting activity to illustrate and reinforce the issues being dealt with in the employability workshops.

The resultant programme theory is presented in Figure 1 (in which the outcomes are in green)

Sport and employability

Sport as attraction
- Bonding, relationships of respect and trust
- Identification of participants' developmental needs
- Team working, communication, perceived self-efficacy

Social climate: interested and caring adults; models for conventional behaviour; critical support; value based on achievement; sense of safety and belonging; positive attitudes to future

Individual needs assessment
- Self-reflection, self-awareness, ambition
- Focus and programme coherence

Individual learning plans [M&E]
- Sense of direction/focus – employability

Workshops
- Critical self-reflection, self-development

Validated qualifications [M&E]
- Sense of achievement, organisational skills, communication, problem solving, work disciplines, CV

Sport plus 2
- Context for practical elements of qualifications [M&E]
- Experiential learning, support and reinforce workshop content

Work experience
- Understanding of world of work and its requirements

Preparation for employment: interviewing/CV writing; job searching

Outcomes
- Perceived self-efficacy, communication , conflict management, problem solving, leadership, focus and ambition

Mentoring

Befriending (Affective)

Direction setting (Cognitive)

Coaching (Aptitudinal)
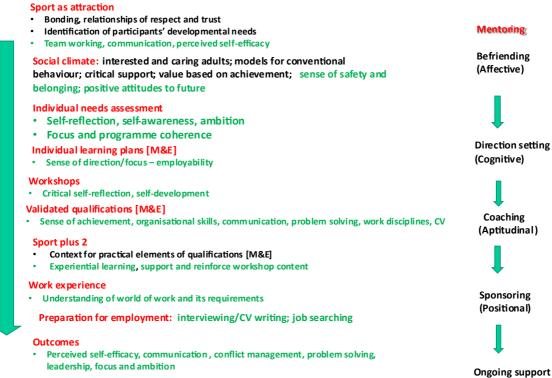
Sponsoring (Positional)

Ongoing support

Figure 1 Programme Theory for Sport and Employability

It is clear from Figure 1 that this programme theory contains several 'youth work elements'. For example, from the start of the programme it seeks to develop *positive befriending and bonding relationships of respect and trust* and informally to identify participants' *developmental need*s. The early stages of the **Mentoring Process** entail *befriending and bonding* which is facilitated via sports participation (usually inclusive mastery oriented rather than individualistic competition driven).

There is a systematic attempt to establish an **inclusive, mastery-oriented social climate** to develop a relaxed atmosphere in sports sessions – *the safe and secure social climate of youth work*. This enables the observation of behaviour and the informal identification of the participants' strengths and weaknesses, as well as their personal development needs and to assess their readiness and desire to undertake the employability aspects of the programme. As with youth work, this is done in conversation and collaboration with participants.

Biddle (2006) suggested that the enhancement of *perceived self-efficacy and self-esteem* (central concerns of youth work) is most likely to be achieved in a social climate based on a *task-oriented, mastery orientation* in which participants' skills

are matched with the challenges they face. Of course, it is possible to adopt a broader approach and move beyond the predominant approach of using football to include a range of other inclusive physical activities such as dance, running or aerobics, reflecting the desires of participants. This enables experiences of personal success and, with positive encouragement, assists in the development of intrinsic motivational styles (i.e., self-motivation) - all contributing to a sense of *perceived self-efficacy*.

Experiential learning. Following a youth work approach, most organisations regard the sports programmes as an effective medium for experiential learning to begin to develop participants' life skills such as teamworking, communication, conflict management and perceived self-efficacy.

The social climate, with its *supportive social relationships* and *inclusive environment* provides a safe and secure environment, crucial to the success of a programme and forms the context that facilitates the achievement of many key personal and collective developments.

The **direction-setting component of mentoring** is a *cognitive* process in which the mentor encourages participants to think critically and reconsider their current values, loyalties and ambitions (Pawson 2006) – do they want to change and if so in what direction? To enable participants better to understand their own current level of (un)employability and development needs, a mentoring approach that *stimulates self-reflection, self-awareness* and ambition and facilitates an *individual needs assessment* is a critical factor in establishing a sense of direction and purpose**.** Of course, from a youth work perspective the extent to which this is directive rather than facilitating is an issue. But, as with youth work, this supports young people to develop their critical thinking**.**

This results in the production of an individual learning plan which not only enables participants to better understand how and when these goals can be achieved, it also serves to make them more aware of their *own role and responsibility* in the learning process, aiding a growth in maturity and empowerment- key concerns of youth work.

The **coaching component** of mentoring involves persuading, encouraging and supporting the mentee to acquire *aptitudinal resources* - skills, assets and qualifications - needed to enter the employment market. As with youth work this involves supporting young people to identify goals, develop strategies and organise individual and collective action for change and development. It also reflects the Council of Europe's (2015) Competence 2.5 of informing young people about learning opportunities and supporting them to use them effectively.

Workshops

Apart from the individual mentoring approach during the different stages of the programme, a key learning environment is provided by workshops in which a range of social/employability skills and issues are introduced, discussed and critically assessed with small groups of participants (around 10 to 15). *As with youth work these workshops combine experiential learning in small groups.*

From a youth work perspective this element might be viewed as overly prescriptive, yet participation in the workshops encourages critical self-reflection, small group working, personal development, problem solving and the development of communication skills.

Validated qualifications

From a youth work perspective this might be viewed as overly prescriptive and formal education - although it can be freely chosen and reflect self-defined needs. It serves the dual purpose of CV development and personal development and provides an opportunity for participants to undertake youth work-oriented, community-oriented activity, understand different types of engagement and the respective power that this gives to individuals. It provides an experience of achievement and illustrates participants' ability to plan, organise, communicate and deliver- making a substantial contribution to the development of perceived self-efficacy and self-esteem. Also, systematic critical self-reflection is a key process within this approach. In some cases, it may provide the basis for volunteering within some organisations – thereby contributing to the community, again reflecting a youth work perspective.

There are two possible approaches to the use of sport in such programmes – Sport Plus 1 and Sport Plus 2

Sport Plus 1

This entails the use of sport to develop and consolidate mentoring relationships. It is also facilitating the experiential learning of a range of soft skills (e.g., teamwork; perceived self-efficacy; communication; conflict management). It continues throughout the programme for its presumed positive outcomes and may be part of its ongoing attraction. The sporting activity is complemented by workshops - the 'plus' - which deal with a range of relevant issues – e.g., team working, interview skills, conflict management, CV writing.

However, in this approach there is no systematic and conscious attempt to integrate, support and reinforce the issues addressed in the workshops via sporting practice. Also, the supposed positive outcomes of sports participation may be assumed rather than evaluated.

Sport Plus 2

This approach adopts a formal curriculum-oriented approach which seeks to fully integrate experiential learning through sport into the programme by using the sporting activity to illustrate and reinforce the issues being dealt with in the life skills workshops. This reflects Petitpas et al.'s (2005: 70) analysis that 'program developers have argued that the best way to foster skill acquisition is to integrate sport and life skill instruction seamlessly rather than attempt to teach these topics separately'. For example, a project coordinator emphasised the integrated nature of the programme (Coalter, Theeboom and Truyens, 2020.692):

> **You go over these soft skills in workshops: What does a leader have? What is important in life? How can it strengthen you and be applied in a professional environment? Then you apply these skills in a sport session, so it is like they are learning that these skills are also important to find work, but we transfer it to sport.**

Some organisations felt that the Sport Plus 2 approach to *experiential learning* is more suited to those who had failed in the school system and felt less confident in formal didactic workshops (reflecting a youth work perspective). One coach stated that 'the action-based learning approach permits those who may not enjoy classroom learning to display other strengths.' A progression coordinator (adopting an asset-based perspective) argued that action-based learning, facilitates an asset-based approach:

> **...allows you to see the leadership or communication skills that these youngsters have. Maybe in the classroom they can't show that, but they can become a totally different person in the sport session, and that is key to understanding of young people, to see how they work in different environments as well.**

This approach is also an extension of Pawson's (2006**)** *Coaching component* of mentoring in which participants are encouraged and supported to understand and develop necessary aptitudes relating to employability.

Work Experience

To increase participants' understanding of what it means to be employed and to enable them to assess the extent to which they are equipped with the relevant skills and attitudes for the world of work, opportunities for participants to have work experiences (e.g., through internships with partner organisations) is an important element in some programmes.

The experience of the expectations, requirements, disciplines and norms of the workplace is an increasingly important component of developing aspects of employability. Cedefop (2011) identified the provision of a realistic insight into the world of work and its requirements and norms as a key component of employability programmes. This is an experience essential for NEETs who have recently left school, have no work experience and may have values and attitudes somewhat antagonistic to the demands of a workplace (Weiss, 1995; Pawson, 2006).

However, much of this might be too prescriptive from a youth work perspective – a form of 'domestication'? Young people *might* be able to choose the type of work experience they want (although this clearly would not be possible in all cases). Where the provision of appropriate work experience is not possible, consideration can be given to providing opportunities to volunteer. Again, the key issue relates to the degree of choice involved.

It is important that *self-reflection and self-assessment by participants is encouraged*. This can be facilitated via a self-evaluation form (e.g., how their skills and competencies were used during the work experience, problems they had to address and how they did so, things that they think they need to improve), which will be discussed with the mentor or job coach

Preparation for employment

For those organisations that focus on employment and not simply employability, there is a need to go beyond the development of soft/employability skills and to prepare young people for entry into the labour market and to assist them to negotiate their entrance to the labour market and find employment. This involves training and guidance from (say) a *job coach* in interview techniques and self-presentation (e.g., through *mock* job interviews, often with partner employers), CV writing and assistance in job searching.

This seems close to Cooper and White's (1994) Reform Model of youth work in which 'society should provide education and training to enable the young person to compete in the job market via programmes and services that target the needs of young people in education and training, coupled with personal development programmes' and the Council of Europe's' (2015) Competence 5 - Inform young people about learning opportunities and support them to use them effectively

An approach requiring *self-reflection and self-assessment* by participants can be facilitated via a self-evaluation form outlining their experience and learning and what they think needs to be improved. This will be re-enforced via feedback from the *mock* interviewer and mentor

Sponsoring. Mentors (or the organisation) assist graduates to obtain employment by advocating and networking on their behalf, using their contacts and knowledge of employment opportunities.

Ongoing support. Transition to formal employment will be a challenge for many programme graduates - often real learning does not start until they get a job and leave the supportive environment of the programme. Consequently, some organisations provide ongoing support (which may last up to 12 months after obtaining employment). Such an approach not only provides transitional support to the graduate, but also acts to assure the employer of ongoing support with a possibly problematic employee, opening the possibility of wider employment opportunities.

Youth work components in sport for employability

For

The sport and employability programme theory clearly exhibits features central to the practice of youth work. It is clear that participation is voluntary, and the development of individuals is a core concern of such programmes. Further, mutually trustful and respectful relationships and a supportive social climate and mentoring are emphasised, with experiential learning being a central component of the programme. There is a strong emphasis on the development of perceived self-efficacy and self-esteem. Emphasis on placed on the development of critical thinking, self-reflection and self-assessment and a desire to assist the processes of empowerment and autonomy is present in all components.

Against

However, in most cases desired outcomes are determined in advance, based on an understanding of employers' notion of employability. Also, the extent to which an asset-based view of participants informs the programme will vary. Informal learning can be explored via some of the sporting sessions, but where they are related to workshop content they will be structured. Consequently, although there is substantial flexibility, the programme is not led by young people (especially if there is a validated qualification) and there is often an emphasis on developing the disciplines required by the world of work- a form of 'domestication'?

Table 2 provides a systematic comparison of the key components of youth work (based on McGregor, 2015; Dickson, et al, 2013; Davies,2005) and the extent to which they are present in sport and employability. The shaded components are core to a purist definition of youth work and currently unlikely to be in sport for employability programmes.

These issues and the potential for including youth work approaches in such programmes will be explored in the workshops and case studies in this research project.

Table 2 The Components of the Universal Approach to Youth Work and Sport for Employability

UNIVERSAL OPEN ACCESS YOUTH WORK: 'PURIST' VIEW	SPORT FOR EMPLOYABILITY
Person centred and led by young people and their expressed needs and concerns rather than having a pre-determined outcome focus. Participants **leading their own youth work is essential**. Critical dialogue encouraged and balance of power is in young people's favour.	Very rare. Not possible in a curriculum driven programme with prescriptive outcomes
Favours **active, experiential and collective learning** over didactic and individualised forms, **or predetermined curricula**	Some of this is included, but if curriculum based would cause difficulties
Individualised, differentiated, **informal and non-formal** learning opportunities. Educational value often implicit in activities	Rare. Possible in social climate and sporting activity, but not possible in curriculum-driven programme with integrated Sport Plus 2 approach
Outcomes cannot be determined in advance because they emerge out of a dynamic mutable environment	Not possible with pre-determined 'employability' outcomes
Respectful of and actively responsive to participants' peer networks. Starts from the premise that because such peer networks are so binding on the individual young people who belong to them, they represent a crucial point of access to and departure for work. It embodies one of youth work's key defining features	This might be possible but probably rare. But possible to explore in relation to employee/employer relationships
Voluntary engagement. Young people choose to be involved and can leave at any time. **The defining feature of youth work** (Davies, 2005)	Widespread
Asset based approach to young people - not deficit based. Potentiality focus	Probably variable
The **engagement of young people in local democratic processes** is essential; it fosters a sense of belonging and allows communities to become stronger helping young people to understand different types of	Possible, although may be limited by curriculum demands

engagement and the **respective power that this gives to individuals**	
• Builds **mutually trustful and respectful relationships** with and between young people	• Widespread in S4D
• Seeks to build **personal and social competencies** • Confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork.	• Yes, but much depends on how it is done
• Occurs mainly in **informal community-based settings**	• Informal?
• Ignores stereotypes and labelling to enable young people to **clarify and embrace key features of their individual and collective identities i**n relation to class, gender, ethnicity, sexuality and disability.	• Yes widespread

The main differences between current practice in sport for employability and youth work seem to relate to the extent to which participants determine the content of the programme and issues addressed. In most cases there are pre-determined outcomes, based on an understanding of employers' notion of employability. While there is experiential and collective learning it is at least loosely structured to achieve pre-determined outcomes. While informal learning clearly takes place and educational value is often implicit in activities there is nevertheless an underpinning structure and direction towards desired outcomes. Consequently, although there is substantial flexibility, the programme is not led by young people (especially if there is a validated qualification) and there is often an emphasis on developing the disciplines required by the world of work - similar to the much-criticised Treatment Model.

However, many other elements are common:

- Voluntary engagement.

- Mutually trustful and respectful relationship. Such a social climate in central to all programmes.

- Asset-based approach (although this may vary)

- Engagement of young people in democratic processes. Many of the organisations facilitate community engagement and volunteering, although their influence on programme content is usually limited.

- Development of personal and social competences. Central to programmes and supported by mentoring.

- Informal community-based settings - much depends on meaning of 'informal'
- Clarify and embrace key features of their individual and collective identities. This is a key issue in the Direction Setting phase of mentoring

The exploration and clarification of these issues will be central to our research.

We now turn to the related issue of occupational standards and competences in sport for development, which relate to the project's aim of curriculum development.

OCCUPATIONAL STANDARDS IN SPORT FOR DEVELOPMENT

The CHANGE project, (official title *'Defining skills and competences for sport to act as a tool for the development of people and society in Europe')* was a three-year transnational project with nine partners, co-funded by the EU's Erasmus+ Sport programme. It adopted a generic approach to sport for development, identifying its main features and the functions which competent coordinators and activators should be able to carry out to achieve good practice outcomes. It identified 8 Key Purposes and Roles and developed occupational standards for each (some of which contain elements of a youth work orientation). From the perspective of this project, we are interested in:

- Key Role A: Engage Communities in Sport for Development Initiatives,
- Key Role C - Plan and Implement Sport for Development Programmes and Activities

Each identified Key Role has identified Occupational Standards which are accompanied by Performance Criteria which are the tasks that a competent sport for development practitioner should be able to perform. From our perspective it is interesting to note that many of these are broadly similar to youth work practice.

Key Role A - Engage Communities in Sport for Development Initiatives (Elements in bold seem to relate to a youth work approach)

Table 3 Occupational Standards: Engaging Communities in Sport for Development Initiatives

STANDARDS	CONTENT/APPROACH
A1	- Establish, develop and maintain collaborative working relationships with community stakeholders
A2	- Analyse community needs and identify the potential benefits and risks of sport for development as a vehicle for social and individual development
A3	- Consult with the community to develop proposals for sport for development programmes

A4	▪ Establish, develop and maintain inclusive and collaborative working relationships with sport for development participants
A5	▪ Facilitate the recruitment and engagement of community members in sport for development initiatives

Although the contents of Table 3 are generic and do not apply directly to sport for employability there are elements which are clearly related to a youth work approach. These range from establishing collaborative working relationships with community stakeholders, via analysing community needs to developing and maintaining inclusive and collaborative working relationships with sport for development participants

For illustrative purposes the performance criteria for A4 are:

▪ Collect and analyse information about the community and those taking part in sport for development activities

▪ **Listen to individual participants to gain an understanding of their experiences and appreciate their perspectives**

▪ Identify and reflect on your own social and cultural perspectives and biases

▪ Ensure your own relationships with participants and those of your colleagues are professional and consistent with legal, ethical and organisational requirements

▪ Use reflection to support your ability to **work inclusively and with an understanding of others**

▪ **Work with participants and colleagues to overcome barriers to participation and promote self-confidence and self-development**

▪ **Engage participants in decision making** regarding sport for development activities and **support their right to express their own views and opinions constructively**

▪ **Value and respect diversity and inclusiveness** across all areas of your work, showing sensitivity to different cultural values and practices

▪ Use a range of appropriate verbal and non-verbal communication methods to establish, develop and maintain effective working relationships based on mutual trust and confidence

▪ **Promote understanding** across diverse individuals and groups, including where there is actual or potential conflict

▪ **Encourage and support feedback from participants** on all aspects of sport for development activities

From our perspective the second key role is planning and implementing sport for development programmes and activities - of immediate relevance to sport and employability programmes.

Key Role C - Plan and Implement Sport for Development Programmes and Activities

Table 4 Plan and Implement Sport for Development Programmes and Activities

STANDARDS	
C1	▪ **Work with communities to develop sustainable sport for development programmes which address social and individual needs**
C2	▪ Develop and implement policies and procedures for a sport for development Initiative
C3	▪ Coordinate, monitor and, if necessary, adapt the delivery of sport for development programmes
C4	▪ Transition sport for development programmes into sustainable initiatives
C5	▪ **Work with participants to plan and prepare sport for development activities**
C6	▪ **Work with participants to deliver, adapt and review sport for development activities**
C7	▪ **Facilitate the social and individual development of sport for development participants See below**
C 8	▪ **Safeguard the health, safety and welfare of sport for development participants**

For illustrative purposes we outline the performance criteria relating to the key task C7 - Facilitating the social and individual development of sport for development participants**,** (the similarities with youth work are in bold).

- Identify intended behaviour change and use sport for development activities to promote those behaviour changes

- **Build sustainable trusting relationships** with individuals from different backgrounds and experiences and **use these experiences as a starting point for participatory learning**.

- **Provide a positive role model in own behaviour**, language, values and attitudes

- Monitor participant progress and **adapt sport for development activities to meet emerging needs** and take advantage of new opportunities for individual and social development

- Use the sport for development activities (presume that this is experiential learning) **to develop participants'**

  o respect, fair play and tolerance

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- self-confidence and trust in others

- motivation

- personal responsibility and self-control

- critical thinking

- ability to manage conflict

- personal resilience

- goal orientation

- adaptability

- creative thinking

- empathy

- cooperation with others

- communication skills

- problem solving and decision making

- safeguarding own welfare

▪ Empower participants to review their learning, taking full account of their experiences and feelings.

▪ Help the participants to **identify and celebrate what they have achieved** during sport for development activities.

▪ Explore with the participants how their learning can be applied in the future to achieve sustainable behaviour change.

▪ Support the participants to express how well the learning achieved its planned aims and **met their needs and expectations**.

▪ Discuss the outcomes of the review with the colleague responsible for the programme and agree future actions to continuously improve activities

Although our research is centrally concerned with the development of a youth work-oriented curriculum for workers in sport for employability programmes it is clear that such a re-orientation will also have organisational implications. Therefore, we finally turn to an evaluation of a similar initiative which outlines both organisational and practice issues involved in such developments.

INTEGRATING A YOUTH WORK APPROACH: NECESSARY AND SUFFICIENT CONDITIONS

Introduction

The Youth Work in Sport Initiative invested in youth work training for staff members of community sports organisations in Scotland. In an evaluation Substance (2016) identified necessary and sufficient conditions for the development of effective youth-oriented sport for change programmes.

The 'necessary' features are mostly concerned with the infrastructure required for effective practice in terms of the motivations and status of host organisations; the existence of training programmes and shared learning opportunities; and access to the necessary financial, guidance and promotional resources to secure organisations' buy-in.

The 'sufficient' conditions are concerned with the detail of organisational practice in terms of the who, how and when of delivery and organisational development.

Necessary and Sufficient Conditions

The necessary and sufficient conditions (bullet points) for successful integration of a youth work approach are outlined below:

High degree of organisational commitment to pursuing a youth work/sport for change approach at Board and Senior Management levels

- Board members with a diversity of backgrounds and experience beyond sport
- Previous experience of use and/or partnerships with youth work approaches within organisations

Clear alignment with organisational goals and target outcomes

- Development of logic model, theory of change or delivery plan
- Development of an outcome framework

Strong commitment to being a learning organisation

- Sharing learning from programme in a structured way across the organisation to drive adoption of sport for change approaches
- Active use of insight and guidance to adapt and improve programmes of work and how they have shared this knowledge internally and externally.

Deep, long-standing connections and engagement with target communities

- Staff who come from the areas being targeted and share aspects of the social and demographic biographies of those being worked with
- Organisations that have a track record of work with trusted partners and which are 'connected', providing access to onward sporting, developmental and employment pathways
- Organisations that are well thought of and 'respected' by local people

Participation in peer support networks by individuals at different levels of the organisation

- Participation in open forum discussions and shared learning events
- Site visits and bi-lateral communication between organisations and trainee youth workers to observe and share practice

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Access to structured, detached, formal education and training

- Access to dedicated youth work courses and qualifications tailored to sports organisations and coaches

- Patient and sensitive recruitment of trainee youth workers who may well have had negative prior experiences of the educational system and sport

- Recognition of need to balance trainees work and study commitments to create the space for educational progress and application in practice

Commitment to the use of long term, developmental youth work approaches

- Willingness to be flexible and innovative in the design and delivery of new programmes

- Adoption and development of tiered personal progression and youth leadership pathways

- Recruitment of resilient and persistent individuals to champion the cause of youth work approaches within organisations

Sponsorship by influential stakeholders able to provide funding, guidance and support

- Public promotion of initiatives to raise their profile and status

- Appropriate and proportionate reporting requirements geared to the generation of learning

In addition to these strategic conclusions Substance (2016) also provides guidance about programme provision and processes, which, not surprisingly, have features similar to models of youth work.

Building Relationships with young people: Key messages

Substance (2016) found that the most effective organisations had shifted from an emphasis on sports outcomes towards a personal development paradigm, although they could not say with any certainty that an existing youth work orientation was a pre-requisite for organisations' capacity to facilitate youth leadership. They also saw that well-structured but tailored volunteering and progression pathways provided the best route to personal development and the taking on of leadership roles.

Youth work experience

- The greatest success was achieved at those organisations where there was some pre-existing experience of youth work practice and relationship building on which to build.

Knowing the score: cultural capital

- Flexibility alone might not be enough for a successful engagement strategy since it is those staff who have a deep knowledge of the delivery areas and who have or *had a similar social background or 'cultural capital' that appear to make stronger connections with participants.*

Recruitment

- Whilst shared experiences and biographies are priceless assets when trying to build relationships with young people *the recruitment of staff with the same background as the 'hard to reach' is by definition a challenge*. This needs to be considered in the design of selection processes and choice of interview questions in order not to alienate potential recruits.

Demographics

- It is important that *organisations are reflective of the communities* they seek to engage in terms of social background as well as shared physical proximity.

Youth Focus: flexibility

- The appropriate approach is not built around pre-determined session plans in the way that more conventional sport development is. It requires *a flexible, developmental approach that begins by meeting young people on their terms and then building activity opportunities that fit with their interests and circumstances*

Neutral Space

- When a neutral space is available where young people can gather *and feel comfortable on their own term*s it is easier to engage and build relationships in an organic and non-threatening fashion.

Relationships not Friendships

- The sorts of relationships that can be built with young people through initiatives provide the space for *more familial lines of discipline* that transcend the conventional boundaries of authority relations typically associated with engagement with state agencies. This opens the prospect for deeper engagements with purposeful activity and subsequent personal development.

Facilitating Youth Leadership: Key Messages

In terms of the development of youth leadership and improvements in confidence, social skills and self-efficacy it was found that the most effective organisations had *shifted from an emphasis on sports outcomes towards a personal development paradigm.*

Also well-structured but tailored *volunteering and progression pathways* provided the best route to personal development and the taking on of leadership roles

The strongest drivers of development of youth leadership are:

- Pre-existing commitment to a youth work-oriented approach, particularly at board level.

- Provision of structured opportunities for volunteering, awards, training, apprenticeships and work experience.

- Commitment to participant involvement in the development and delivery of activities.

- Formal consultative channels and routes to share learning and raise issues with other staff and board members.

The key messages from the research are:

Baby steps

- For many of the young people who come through the programme their first engagement may be a triumph against circumstances that typically curtail ambition and leadership. Therefore, the journey to leadership may begin slowly.

Leap of faith

- At the point that young people are able to see and reach through the barriers of their personal circumstance it is vital that they are given backing and trusted to make a worthwhile contribution.

Summary

Substance's conclusion is that the introduction of youth work values has implications for organisational values as well as for programme content and delivery. The conclusion is that the introduction of youth work practices is easier in organisations which have made a commitment to a 'personal development paradigm' rather than simply focussing on sports outcomes. This is clearly the situation in all sport for employability programmes. The conclusion is also that such an orientation facilitates the development of youth leadership, which is also facilitated by the provision of structured opportunities for volunteering and work experience. Again, this reflects the situation in most sport for employability programmes. However, there are some conclusions which raise some difficult issue for our research. For example, substance conclude that a successful engagement strategy may depend on staff having a similar social background or 'cultural capital' as participants and that organisations need to be reflective of the communities that they seek to work in. The extent to which this is a significant factor will be an empirical question to be explored in the research. More fundamentally and reflecting the 'pure' version of youth work, is the conclusion that such programmes require a flexible, developmental approach that begins by meeting young people on their terms and then building activity opportunities that fit with their interests and circumstances. Again, the significance of such a requirement will be explored in the research.

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APPENDIX 1

Council of Europe's (2015) Youth Work Portfolio: functions and competences

1. Address the needs and aspirations of young people

COMPETENCE 1.1 **Build positive, non-judgemental relationships with young people**

This involves:

- *Skills: democratic leadership, active listening*
- *Attitudes and values: curiosity, empathy, self-awareness, confidentiality, interest in young people's views*

COMPETENCE 1.2 **Understand the social context of young people's lives**

This involves:

- *Knowledge: situation, status and condition of (youth in) society*
- *Skills: analysis, information management*

COMPETENCE 1.**3 Involve young people in the planning, delivery and evaluation of youth** work **using participatory methods, as suitable**

This involves:

- *Knowledge: interests, concerns and needs of young people*
- *Skills: active listening, identification of aims, needs analysis, facilitation, group*
management
- *Attitudes and values: honesty, patience, interest in young people's views, openness*

COMPETENCE 1.4 Relate to young people as equals

This involves:

- *Knowledge: ethics of youth work*
- *Skills: representing one's own identity as a youth worker*
- *Attitudes and values: being ready to be challenged, solidarity, interest in young people's views*

COMPETENCE 1.5 Demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context

This involves:

- *Knowledge: ethics of youth work*
- *Skills: management of one's own emotions*

- *Attitudes and values: active listening, openness, patience, sensitivity, emotional stability, trustworthiness, honesty, transparency, confidentiality, empathy, interest in young people's view*

2. Provide learning opportunities for young people

COMPETENCE 2.1 Support young people in identifying their learning needs, wishes and styles,
                    taking any special needs into consideration
This involves:

- *Knowledge: learning theories (learning styles, preferences, etc.), non-formal education and learning, group dynamics, diversity backgrounds and challenges of young people*
- *Skills: identification of aims, needs analysis, facilitation, leadership, delegation, inclusive educational approaches, inclusive methods*
- *Attitudes and values: openness, sensitivity to diversity, interest in young people's views, support for young people taking the lead*

COMPETENCE 2.2 Create safe, motivating and inclusive learning environments for individuals and groups

This involves:

- *Knowledge: learning theories (learning styles, preferences, etc.), non-formal education and learning, group dynamics, diversity backgrounds and challenges of young people*
- *Skills: motivating young people, coaching, feedback, creativity, inclusive educational approaches, group management, facilitation, debriefing, problem solving, mediation and conflict transformation*
- *Attitudes and values: willingness to experiment, support for young people taking the lead, acceptance of the positive potential of conflict*

COMPETENCE 2.3 Use a range of educational methods including ones that develop creativity and foster motivation for learning

This involves:

- *Knowledge: non-formal education and learning, diverse methods, sources of information about activities*
- *Skills: learning by doing, creativity, facilitation skills, information management, motivating young people*
- *Attitudes: openness to the suggestions of young people about activities they like and want to do, willingness to experiment, curiosity*

COMPETENCE 2.4 Provide young people with appropriate guidance and feedback

This involves:

- *Knowledge: ethics of youth work*
- *Skills: training, coaching, mentoring*
- *Attitudes and values: empathy, openness, readiness to challenge others*

COMPETENCE 2.5 Inform young people about learning opportunities and support them to use them effectively

This involves:

- *Knowledge: information, counselling and relevant educational / professional guidance sources, available learning opportunities inside and outside the community, educational institutions, etc.*
- *Skills: counselling, coaching, motivating young people*

3. Support and empower young people in making sense of the society they live in and in engaging with it

COMPETENCE 3.1 Assist young people to identify and take responsibility for the role they want to have in their community and society

This involves:

- *Knowledge: politics, society, power relations, policies relevant to young people*
- *Skills: critical thinking, active listening, political literacy*

COMPETENCE 3.2 Support young people to identify goals, develop strategies and organise individual and collective action for social change

This involves:

- *Knowledge: interests and concerns of young people, issues that young people are passionate about*
- *Skills: participatory decision-making, democratic leadership, active listening, critical thinking, planning for action and change, group management, facilitation*
- *Attitudes and values: power-sharing*

COMPETENCE 3.3 Support young people to develop their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them

This involves:

- *Knowledge: politics, society, power relations, policies relevant to young people*
- *Skills: political literacy, active listening, critical thinking, facilitation, advocacy*

COMPETENCE 3.4 Support the competence and confidence development of young people

This involves:

- *Skills: coaching, empathy, communication, feedback*
- *Attitudes and values: responsible risk-taking, willingness to experiment*

4. Support young people in actively and constructively addressing intercultural relations

COMPETENCE 4.1 Support young people in acquiring intercultural competences

This involves:

- *Knowledge: intercultural theory, human rights, international awareness, cultural awareness*
- *Skills: facilitation, communication, intercultural learning, human rights education, debriefing*
- *Attitudes and values: empathy, tolerance of ambiguity, solidarity, self-awareness, emotional stability, sensitivity, distance from social roles, clarity on one's own values*

COMPETENCE 4.2 Promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, etc.

This involves:

- *Knowledge: intercultural theory, cultural awareness, foreign languages, international awareness, diverse backgrounds / identities of the young people*
- *Skills: facilitation, intercultural learning, group dynamics and management, mediation, conflict transformation*
- *Attitudes and values: empathy, tolerance of ambiguity, solidarity, self-awareness, emotional stability, sensitivity, distance from social roles, clarity on one's own values*

COMPETENCE 4.3 Work creatively on and with conflicts with a view to transforming them constructively

This involves:

- *Knowledge: conflict*
- *Skills: facilitation, conflict transformation, mediation, dealing with unexpected situations*
- *Attitudes and values: openness to be challenged, readiness to challenge others, orientation towards the common good, respect for others, tolerance of ambiguity*

COMPETENCE 4.4 Actively include young people from a diverse range of backgrounds ad
        identifications in youth work activities
This involves:

- *Knowledge: intercultural theory*
- *Skills: facilitation, inclusive education, intercultural learning*

- *Attitudes and values: self-awareness, clarity on one's own values, emotional stability*

5 *Actively practise evaluation to improve the quality of the youth work conducted*

COMPETENCE 5.1 Involve young people in planning and organising evaluation

This involves:

- *Knowledge: inclusive evaluation approaches*
- *Skills: democratic leadership, active listening, process management, group management, research techniques, ICT*

COMPETENCE 5.2 Plan and apply a range of participatory methods of evaluation

This involves:

- *Knowledge: inclusive evaluation approaches*
- *Skills: participatory methods, democratic leadership, facilitation*
- *Attitudes and values: openness to constructive criticism and feedback*

COMPETENCE 5.3 Use the results of evaluation for the improvement of their practice

This involves:

- *Skills: evaluation*
- *Attitudes and values: openness to constructive criticism and feedback, adaptation to new/unforeseen situations, personal initiative*

COMPETENCE 5.4 Stay up-to-date on the latest youth research on the situation and needs of the young people

This involves:

- *Knowledge: youth research approaches, actors and sources*
- *Skills: analysis, information management*
- *Attitudes and values: personal initiative*

6. Support collective learning in teams

COMPETENCE 6.1 Actively evaluate teamwork with colleagues and use the results to improve effectiveness
This involves:

- *Knowledge: teamwork, learning in teams*
- *Skills: evaluation, co-operation, communication, partnership-building*

- *Attitudes and values: trust, openness to the views of others, self-management, adaptation to unforeseen changes, orientation towards the common good*
- *Attitudes and values: personal initiative, openness to constructive criticism*

COMPETENCE 6.2 Seek and give feedback about teamwork

This involves:

- *Skills: feedback, active listening, conflict transformation, mediation*
- *Attitudes and values: being constructive, ready to challenge colleagues and be challenged, curiosity, trust*

COMPETENCE 6.3 Share relevant information and practices in youth work with colleagues

This involves:

- *Skills: communication, information management*
- *Attitudes and values: solidarity, willingness to share resources*

APPENDIX 2

Case Studies

The three case studies were produced by Ivana Novaković Program Coordinator for the Serbian based Nacionalna Asocijacija Prakticara/ki Omladinskog Rada (NAPOR) - an umbrella organisation for the youth work sector.

CASE STUDY GROUP 1 484, SRBIJA

Organization name: Group 484

Country: Serbia

Website: www.grupa484.org.rs/en

Interview with: Olivera Bojović, Programme Assistant

Group 484 is an organisation with a systematic approach to immigration issues, is in direct contact with immigrants and refugees in Serbia, and has a developed educational programme and advocacy initiatives that place immigration topics in a broader social context and public discourse.

Target groups: 15-30 years, immigrants and asylum seekers, young immigrants (under 18) without adults

Programme of direct support

Through the programme of direct support, they focus on providing psychosocial, educational, and integrative support to immigrants and asylum seekers accommodated in reception and asylum centres across Serbia. Above all, they seek to provide people with encouragement and support in coping with various difficulties they have brought with them and in embracing the new life circumstances they find in Serbia. Group 484 help the target group with the processes of adaptation, normalisation and active involvement by introducing them to the rights and obligations they have in Serbia and by presenting and explaining the social and cultural context of the local environment. Another important segment of the programme of direct support relates to supporting the development of infrastructure capacities and local resources for the provision of social and communal services in municipalities and towns that receive migrants and asylum seekers. In addition, through financial and mentoring support to other organisations that also work with refugees and immigrants, they seek to strengthen and expand the network of various forms of support, as well as for representatives of local communities.

We and the Others

"We and the Others" is Group 484's programme for intercultural education. It focuses mainly on the attitude of Serbian citizens towards "others", establishing contacts between "locals" and "guests", and fostering intercultural dialogue. They cooperate with schools and cultural institutions, and one of our goals is their mutual networking, as well as networking with civil society organisations, social activists to create cultural and social competences among the youth, as well as to promote the human rights culture and the values of anti-fascism. Through practice, they explore the activist potential of art, social sciences, and culture. The methodology of work most often includes: research, design, and development of promotional and educational material, public presentation of the research is always an advocacy action, whether it occurs in public institutions or in open spaces.

Centre for Migration

The Centre for Migration (CEMI) is a Group 484 programme that focuses on research, monitoring, and education in the field of immigration. The programme was established in 2011 as a result of years of organisational experience and work on direct support and educational programmes. CEMI contributes to the understanding of immigration in the context of social development and the inclusion of immigrant groups into the community

Universal Open Access Youth work: 'purist' view	
Person centred and led by young people and their expressed needs and concerns rather than being outcome focussed. Participants **leading their own youth work is essential.** Critical dialogue encouraged and balance of power is in young people's favour.	Social support activities are intended for all age groups, although the primary focus is on young people, and they are implemented with the aim of empowerment, education and incentives for constructive use of time during their stay in the centres. An important component of the activity is to rely and build on the previous experiences and knowledge of users. These represent a significant resource both in creating the content of the activities and in empowering users to find healthy and functional ways of dealing with thei current situation.
Favours **active, experiential and collective learning** over didactic and individualised forms, **or predetermined curricula**	The workshops are occupational, psycho-social and educational. Sport is used in different ways - the whole workshop is based on sport - sport as a specific part of the activity - sport as an introductory activity to connect the group bulding communication and cohesion.
Individualised, differentiated, **informal and non-formal** learning opportunities. Educational value often implicit in activities	Informal, experiential learning is developed via a football for tolerance approach (based on Streetfootballworld's Football 3 methodology). The goal is to promote learning about a range of values (tolerance, empathy, non-violent communication, fair play) through sports sessions in which the rules of football are not imposed. Participants agree on the rules (and there is no referee) – eg how many people are in the team, how many points are for goal scored, whether there is an "out" or not. When there is a violation of the rules or a conflict, they stopplaying and the process is

	discussed (what happened, how to react).
	Dialogue and fair play are integral to the game. It can be played by anyone, anywhere and it can be used to address any social topic.
	Football is also use sports as a part of the activity to increase communication and bonding in the group - throwing a ball where everyone says their name, motivating themselves to get involved in the process.
	For evaluation, for example - you hit the ball as many times as you like during the activity.
	When the topics are exhausting, very important and emotional, sports are used to vent, make a break and continue the day.
	They also applied circus methods as the facilitators are from an amateur circus group. Children are very manually dexterous and therefore it is easy for them to acquire these skills (juggling, spinning cones). When they acquire these skills, self-confidence is encouraged, they are happy and proud, and they get a sense of accomplishment and develop perceived self-efficacy - this is one of the main results of using sports. The fun environment reminds them that they are children which is important after the journey they have gone through and experiences that are very difficult and disturbing. Sport via an emphasis on fun brings them back to the role of children.
Outcomes cannot be determined in advance because they emerge out of a dynamic mutable environment	The perception of the results is inevitably short term because of the population fluctuation in the reception and asylum centres is high, so it is difficult to work continuously with the same young people. The outcomes of the activity are self-confidence, a sense of belonging, connecting with adults, feeling safe and learning about values - tolerance, communication, and fair play.

Respectful of and actively responsive to your people's peer networks. Starts from the premise that because such peer networks are so binding on the individual young people who belong to them, they represent a crucial point of access to and departure for work. It embodies one of youth work's key defining features	A cultural mediator helps in communication with young people from different backgrounds while all activities are carried out by social workers and psychologists. After the first contact, it starts with an informal conversation, and then people are invited to come, some come immediately, and some come the next time. Information is often passed on within a peer group.
Voluntary engagement. Young people choose to be involved and leave at any time. *The* defining feature of youth work (Davies, 2005)	Given that they work with a closed group of young people, who are in reception and asylum centres, young people are being approached via outreach. Workshops are held on certain days, young people are informed about them, so they join in the activities whenever they want. The fluctuation of attendance is high, so the caregiver in the reception centre (social worker) walks through the camp and invites young people to participate. They first introduce themselves in order to build a relationship of trust. Participation is voluntary and they can withdraw at any time.
Asset based approach to young people - not deficit based. Potentiality focus	An important component of the activities is to rely and build on the previous experiences and knowledge of users. These represent a significant resource both in creating the content of the activities and in empowering users to find healthy and functional ways of dealing with thei current situation.
The **engagement of young people in local democratic processes** is essential; it fosters a sense of belonging and allows communities to become stronger helping young people to understand different types of engagement and the **respective power that this gives to individuals**	Young people from the local community are involved in workshops that are not only sports, but sport is used as a tool, the workshops are occupational, psycho-social and educational. A "Olympic Lesson" is organized in local schools with the aim of getting the children to meet and bond, and the Olympic Committee of Serbia is also involved. Then a professional athlete comes and the school gets new props. The activity is often organized in the schools where the migrants go so they can better connect.

	All the participants of the "Olympic Lesson" have the opportunity to take part in different interactive workshops, go through five stations that symbolize five continents and five Olympic values acquired through sports: the joy of the game, fair play, respect, excellence and the unity of the spirit, body and mind. Each value is explored through stories, creative work and exercise.
	For the youngest participants, a special workshop titled "Olympic Story" is organised, and the older ones participate in the "Olympic Forum", where famous athletes socialize with the children: The Olympic Lesson promotes Olympic values and motivates children to engage in sports.
	It is very important to choose wisely who will be involved because the anti-immigrant narrative is very strong, so it is important who from the local community will be involved.
Builds **mutually trustful and respectful relationships** with and between young people	Strong emphasis is placed on mutual trust. All initial activities aim to build that trust and to get to know young people better and young people with each other.
	Cultural mediators are used who are not only translators but also know the wider context of the culture from which the young people come. Wher there are no translators for some languages, one of the participants translates. They have two engaged refugee mentors with refugee experience, which is important to connect with them.
Seeks to build **personal and social competencies** Confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork.	As mentioned above, all activities are focused on building personal and social competencies of young people in the refugee and asylum centes.
Occurs mainly in **informal community-based settings**	Working in informal community-based settings is not posible without official permission. To undertake this work they have to cooperate with the Commissariat for Refugees of Serbia, which is in charge of asylum centres, with Centers for social work,

	caregivers who work directly with people from the asylum centre. They cooperate with the Ministry of Health - they take care of mental health. There was no doctor in the camp, so they provided health care in cooperation with Save the Children by hiring a private clinic.
	They cooperate with the Olympic Committee of Serbia.
Ignoring stereotypes and labeling enables young people to **clarify and embrace key features of their individual and collective identities i**n relation to class, gender, ethnicity, sexuality and disability.	Most of the young people are male. In some centres, there are only boys. The topics of gender roles, closed and traditional culture, and religion are addressed. These are sensitive topics that are only addressed when the trust of the group is established so that the participants can fel relaxed enough to openly discuss the issues. The topic of disability is mostly sporadic in the moments when a situation arises because there are generally no children with disabilities in the centres.
	There is a girl who trains football in Serbia, she trained in Iran, and she is surprised that girls don't play football in Serbia.

CASE STUDY 2 SALAAM PEACE, UK

Organization name: Salaam Peace

Country: UK

Website: https://www.salaampeace.org/

CEO: Sabir A Bham

Salaam Peace is a community engagement organisation that uses sports and social education to bring people from diverse backgrounds together.

Programmes engage children from age 3 to adults in their 60s, using sport to tackle sociocultural issues.

Target group: 11-25 years old.

Their portfolio of projects seeks to promote the following outcomes:

● Physical and mental wellbeing.

● Social education including citizenship and the reduction of knife crime

● Offender rehabilitation and assimilation

● Engagement of marginalised communities including BAME, NEET and refugees.

● Community champions programme: providing pathways from participation to volunteering, training and employment

Approach

Salaam Peace's priority is to use sport, media, and education as engagement tools, in order to enhance wellbeing, reduce social isolation and develop fundamental skills/traits including confidence, resilience, teamwork, communication, leadership, empathy, citizenship, conflict resolution and cultural understanding. The development of such outcomes, in a diverse, safe and welcoming environment, means that the children and young people on the programmes are equipped with a strong skill base and set of values. Thus, if they encounter difficulties, it is hoped that they are equipped with the tools to make the correct decisions and have the knowledge that, in Salaam Peace, they have a positive support network to lean on in times of difficulty.

Currently, Salaam Peace delivers football, multisport, cycling and education sessions across the week.

Football

A range of football sessions are delivered in parks, ball courts and housing estates. The programmes are Sport Plus and are supplemented by a range of interactive workshops - nutrition, citizenship, stress management and self-presentation skills. Through playing football,it is hoped that young people are able to develop friendships with people from different cultures, backgrounds and areas, as well as develop skills such as leadership, communication and teamwork. Sessions are tailored to the age and ability levels of participants.

Multisports

Multisports sessions are held in parks, ball courts and housing estates. Sessions include a wide range of sports such as baseball, handball, football, cricket, basketball, tennis, wallball, volleyball, tag rugby, golf, athletics, American football and hockey. Participants are exposed to as many sports as possible, as research indicates that this increases the likelihood of developing a passion in at least one sport. Furthermore, such exposure seeks to facilitate an increased openness to experience and develop a holistic skill base.

Cycling Cycling sessions are delivered throughout the year, tailored to the age and competency of participants. With less experienced cyclists, they tend to cycle on quieter roads and off-road routes. Whereas, more experienced cyclists, cycle around the entirety of London, exploring attractions. Through cycling, it is hoped that participants experience improved wellbeing, make friends and develop a sense of belonging to, and awareness of, their local area.

Education

Study support and life skills sessions are provided. Each week, young people access a safe and social space to complete homework or revision, with support from trained members of the Salaam Peace team. One in every four sessions is a life skills session which consists of an interactive workshop based on a carefully planned scheme of work, covering skills that are not necessarily covered extensively in mainstream education, such as self-awareness, mindset, mental health, nutrition and more.

Parent & Child sessions

Parent & child sessions include building strong foundations such as:

- Hand/eye coordination
- Movement and agility
- Handling equipment
- Fine motor skills
- Teamwork
- Socialising

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These sessions have also helped parents/carers to learn with and from each other, their children and Salaam Peace. They have next Generation of Community Champions are recruited from participants working on the programme.

Female Fitness

Female-only fitness sessions are led by qualified female instructors. The project comprises a mixture of high-intensity interval training, boxercise and circuit-based workouts and is supplemented by interactive, evidence-based nutrition workshops.

U23's Football

The under 23's session uses football and social education to enable young men from BAME backgrounds to seek to overcome social isolation, gang activity and inactivity. The session also provides a platform where the Police and BAME young adults engage in positive discussions. Such dialogue seeks to equip participants with the confidence to resolve conflicting viewpoints in a positive manner and facilitate the development of mutual trust and empathy between the police and young adults.

Mentoring

Participants have the option of joining the mentoring programme. Participants are assigned a mentor, from the Salaam Peace team and a wider network, based on matching interests, personalities and demography. The mentoring programme is tailored around the needs and wants of mentees, consisting of informal conversation, formal meetings, insight days and larger interactive workshops.

Employment

Participants who demonstrate a positive attitude, have a thirst for learning and want to improve the lives of those around them, have the opportunity of joining the Community Champions pathway. This pathway begins with 4-weeks of project participation and is followed by 6-weeks of volunteering. If all goes well, then paid employment opportunities with Salaam Peace and their partner networks are offered.

Universal Open Access Youth work: 'purist' view	
Person centred and led by young people and their expressed needs and concerns rather than being outcome focussed. Participants **leading their own youth work is essential.** Critical dialogue encouraged and balance of power is in young people's favour.	Salaam Peace has Community Champions Board. It is a youth advisory board, which includes the young people that they work with. These meetings provide a platform for young people to voice their concerns and interests in relation to their community, encouraging them to actively improve their area. This creates a clearer link between the staff and young people, allowing participants to suggest and present new ideas of how they can improve their community. The young advisors discuss issues ranging from knife crime to how young people, particularly their peers, can be

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	engaged through sport, education and hobbies that are not easily accessible. Also the mentoring progarmme is tailored around the needs and wants of mentees. Across the board, they have a group agreement about ground rules which all participants sign up to. This includes how they communicate, how they treat each other, the equipment and also representing Salaam Peace. The main thing they try to work on is not the issues that came with the participant but where they can take them
	Some come just for educational programmes and some come for sports activities. Sport is provided for everybody, not just for the talented. That's how young people feel they can evolve and improve.
Favours **active, experiential and collective learning** over didactic and individualised forms, **or predetermined curricula**	Salaam Peace provides community sports plus sessions which include multi-sports sessions, specifically aimed towards young girls to ensure that they continue their involvement in sports, improve their mental and physical wellbeing as well as develop new skills and hobbies. They also offer lunchtime sports sessions, P.E. sessions, after-school clubs, targeted sports interventions and competitions.
	They organise football sessions, engaging boys aged 12-16. These sessions provide a safe environment for their participants to socialise with their peers, but also develop as individuals through social education and informal interactive workshops.
Individualised, differentiated, **informal and non-formal** learning opportunities. Educational value often implicit in activities	The weekly community football sessions for young people act as a medium to tackle socio-cultural issues existing within communities, allowing them to benefit from developing friendships with people from different cultural backgrounds.
	If someone cannot or does not want to participate in a planned activity they can join the group but take part in a one-to-one activity.

Outcomes cannot be determined in advance because they emerge out of a dynamic mutable environment	Yes, except when they have some specifically designed activities.
Respectful of and actively responsive to your people's peer networks. Starts from the premise that because such peer networks are so binding on the individual young people who belong to them, they represent a crucial point of access to and departure for work. It embodies one of youth work's key defining features	Since they have volunteers and employees from different backgrounds they are able to understand the nature of and access different communities. Salaam Peace has 3 ways of recruiting young people: • Formal referral - When they have partners (Police, Prison, School) they delegate some young people to activities • Informal referral – someone (police officer for example) sees kids playing football on the street and they send them to Salaam Peace. • Self-referral, which is the main way of recruiting. They use promotion – leaflets, promotion on a street, information through school, word of mouth, and peer-to-peer recruitment to attract young people to activities in their community.
Voluntary engagement. Young people choose to be involved and leave at any time. ***The*** defining feature of youth work (Davies, 2005)	Yes. There are a lot of examples where participants start their journey with Salaam Peace as young children, and then continue through a journey of volunteering, training and employment. They can leave at any time. The success of community sessions has been reflected through the attendance and engagement in their wider engagement programmes and volunteering opportunities.

Asset based approach to young people - not deficit based. Potentiality focus	Most of their participants come from low-income, BAME backgrounds and often disrupted households. These sessions not only act as a social engagement tool but also provide realistic and local role models for young people to aspire to. Focus is on personal development, not on the win. For participants who benefit from Salaam Peace activities and later continue working with the next generation, it is easy to continue that spirit. The main thing they try to work on is not the issues that they came with but where they can take them. For example, 4 of their 14 core participants on an adult programme are ex-offenders, however, if someone attended a session they would not know who is and who is not as they all have the same shared values.
The **engagement of young people in local democratic processes** is essential; it fosters a sense of belonging and allows communities to become stronger helping young people to understand different types of engagement and the **respective power that this gives to individuals**	An example of this is the Community Champions Board (see above) where young people make decisions and have an impact on their communities. Also, through all activities organized by by Salaam Peace they are gaining different skills for making their community better.
Builds **mutually trustful and respectful relationships** with and between young people	Yes, this is the most important value of the organisation. The main goal of Salaam Peace is to help young people through sport to become more socially skilled individuals. One of the proofs is that ex-participants come to work with the next generation.
Seeks to build **personal and social competencies** Confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork.	Some participants come to an activity, then they are offered some educational training then they are offered paid employment. Everyone who is interested or they see some potential or going in the wrong direction they provide individualized pathways for volunteering. Some of them are in full time education so they work in the evening or on the weekend. Their aim is to engage them through sport and provide them pathways to develop whether it is to develop into a future member of staff or someone who just comes and engages.

Occurs mainly in **informal community-based settings**	Example of one day programme: cycling, study support programme, lunch and sports programme.
	They also organise learning trips and social trips.
	One example is parent and child sessions which are not for youth (probably some of the parents are young) but it has a positive outcome when participants / volunteers/ employees start as young children in these activities and later continue as teenagers.
	A a multisport project is provided for young people and adults with disabilities (as well as their carers) in Walthamstow, East London.
	Some of the activities for young people and adults with disabilities include (but not limited to): core skills, football, cricket, tennis, handball, and dodgeball.
Ignoring stereotypes and labeling enables young people to **clarify and embrace key features of their individual and collective identities i**n relation to class, gender, ethnicity, sexuality and disability.	Participants come from different backgrounds and with different cultures
	There are mixed teams in group sports activities and multisport sessions for young people and adults with disabilities.

CASE STUDY 3   INSTITUTO GUGA KUERTEN, BRAZIL

Organization name: Instituto Guga Kuerten

Country: Brazil

Website: www.igk.org.br

President: Alice Thummel Kuerten

Interview with: Marcelo Bittencourt Neiva de Lima

The Guga Kuerten Institute is a non-profit civil organisation that aims to ensure opportunities for social inclusion for children, adolescents, and people with disabilities. Launched on August 17, 2000, and headquartered in Florianópolis (SC), the IGK develops sports, educational, and social initiatives.

Target Group: 7 to 15 years old.

The Champions of Life Sport and Education Program offers educational, social, and sporting opportunities aimed at the holistic development of children and teenagers in situations of social, economic, and/or educational vulnerability.

The activities of Champions of Life are carried out in 5 centres (Saco Grande, Itacorubi, Biguaçu, São José, and Palhoça), focusing on social inclusion and education. Annually, 400 young peopel attend twice a week, and 20 people with

disabilities from COEPAD (Cooperative of Parents and Friends of People with Disabilities) in the Inclusive Group, once a week.

The assistance to children and teenagers is carried out after-school hours. The programme involves activities such as tennis and complementary sports workshops and interdisciplinary work with the Physical Educator, Psychologist, and Social Worker.

The programme is guided by an annual pedagogical theme (eg gender equality) and is theoretically based on the four pillars of education: learning to be, learning to live together, learning to know, and learning to do (Jacques Delors Report, 1995 - UNESCO).

The centres occupy community spaces (clubs, schools, universities, and associations) that are available during the day.

They have 3 programmes:
- Champions of Life
- FAPS - Social Project Support Fund
- Program of special actions

Champions of Life programme:

Integration meeting of the sports centres of the IGK

The "bump", as it is called by the children, has the purpose of gathering and integrating the children and teenagers that participate in the IGK sports centres, providing a day full of sporting, recreational and cultural activities. The students prepare presentations, exchanging experiences and consolidating friendships.

IGK Internal Footbol Tournament

The event is held once a year, bringing together athletes from the various centres.

Through the competition, the educators have the opportunity to work with the educational elements. During the tournament, good practices are rewarded with prizes (e.g. money to purchase things for the community or sports equipment for the school).

IGK Tennis Club Tournament

The IGK Tennis Club Tournament provides an experience of a tennis tournament for the students who participate in the sports and education programme. This competition is organised through selective tournaments, following the same rules as a professional championship, so that the young people can experience the reality and the difficulty of practising a high-performance sport.

In addition to the competitive factor, the IGK tournament emphasises cooperation and respect as indispensable skills in the practice of any sport.

Tennis in Motion

This project was created to encourage students to practice tennis with ease. The IGK provides a kit containing tape, two balls, a rule book, and two rackets. Every week, the students take the kit home and practice the sport in their own community or in any other place. It is a way of involving friends, family members, and inserting tennis into students' daily lives.

Books in Motion

In an initiative to expand the reach of IGKteca, the Books in Motion project was created. It visits the Champions of Life centres once a month. During these visits, a student is selected by lottery and can choose from 3 to 5 titles to take home. The

student also takes home a notebook and a booklet with tips for good reading. The main objective is that, through reading, the family can have a special moment of learning and interaction with the child.

Race of Champions

This is a game that has the objective of enhancing solidarity, and the leadership skills of the young people from the Champions of Life Program. It seeks to encourage the students to develop solutions and actions that cause social impact in the community, city, state, country, or in the world. The bigger the impact, the higher the amount received as a prize.

Scholarships in partnership with Estácio

The IGK, in partnership with Estácio College, enables dozens of former participants in the Champions of Life Program to enter higher education.

IGKteca: Culture and interactivity for students

IGKteca is an adapted vehicle composed of a mobile library and multimedia laboratory, created to take knowledge and information to the young people. With a collection of 3,500 books, the IGKteca frequently visits the centres of the Champions of Life programme, and through literary workshops, encourages the habit of reading in a creative and attractive way.

Computer equipment guarantees children and teenagers access to information technology. This approach ensures culture, education and digital inclusion for the public served by IGK.

IGK Music: Violin and Guitar Workshops

Since 2015, the IGK has provided music lessons for the young people, with violin lessons at the Biguaçu centre and guitar lessons at the São José centre. They feel that music plays an important role in training because as well as developing the mind, it can provide a sense of well-being and facilitate concentration and thinking.

IGKDance: Dance Group

The IGKdance, composed of 20 young people from the Itacorubi centre, promotes dance workshops, in which each participant's skills are developed, in addition to teamwork. Throughout the year, the members participate in dance festivals in Santa Catarina.

Language Training Project

The language training project is a partnership with the Rockfeller Language Center for the development of the English language for children and adolescents, with some free places for students from the Itacorubi and São José center. Classes are held at the Santa Mônica, Palhoça and Kobrasol units.

Training providers and self-evaluation

When it comes to the education of people who work with young people, they organise annual Training of Educators. The continuous training and integration of the teachers of the IGK contributes to the quality of the work in the centres. Twenty-seven people work in the organisation and they meet 3 times a year to evaluate their work, improve their skills and plan activities. March – plan all the activities, June - to check what they have done and have some education and December - to look back, evaluate and plan another year.

Universal Open Access Youth work: 'purist' view	

Person **centred and led by young people** and their expressed needs and concerns rather than being outcome focussed. Participants **leading their own youth work is essential.** Critical dialogue encouraged and balance of power is in young people's favour.	One good example is the game - The Race of Champions. It is a leadership program of the youth from the Champions of Life Program, and consists in encouraging the participants to develop solutions and actions that cause social impact in the community (eg buy some equiopment for school). The bigger the impact, the higher the amount received as a prize. During the game, they use IKG Money. Who has the most IGK money wins the game. They, plan, do, evaluate, and raise money in the community to buy something they decide for the community.
	Kids are from public schools, social workers undertake evaluations on who will participate.
	80 young people in every youth centre- 2 groups of 40 in 5 youth centres,
Favours **active, experiential and collective learning** over didactic and individualised forms, **or predetermined curricula**	Yes, they have lots of active, experiential and collective learning activities, especially through sports.
	In their activity IGK Dance, they use dancing as a tool. When dancing, the body becomes a diffuser of expressions. In this way, children and young people can develop their creative, motor and emotional capacities, learning to deal with their feelings and the limits of their own bodies. Thus, those who dance explore the possibilities of the body and expand the limits of the mind. Thus, dance, and other sport activities, breaks barriers of the most diverse forms of prejudice and makes people more confident and tolerant, reducing differences and expanding the places of inclusion and acceptance.
Individualised, differentiated, **informal and non-formal** learning opportunities. Educational value often implicit in activities	The social worker, physical educator, and psychologist work with participants. The method is based on UNESCO's 4 pillars of education - learning to be, learning to live together, learning to know, and learning to do. Every single activity is based on knowledge - knowledge to be creative, learn how to do, how to read, how to speak to others, how

	to understand the difference between people etc. Sometimes it is through football, tennis, walbool, or other sport activity, it is important for them to gain soft skills no matter in which activity.
	They focus on individual participants, talk about the whole background and context from which he or she comes from.
Outcomes cannot be determined in advance because they emerge out of a dynamic mutable environment	They undertook an evaluation based on the impact of their work according to the 4 pillars of education from UNESCO.
	They used the results were used to improve their work.
	Every sports activity is educational, although outcomes are not determined in advance since the issues they are dealing with emerge from participants. For example, if there is some situation during the sports session they stop the game and start a conversation about that topic.
Respectful of and actively responsive to your people's peer networks. Starts from the premise that because such peer networks are so binding on the individual young people who belong to them, they represent a crucial point of access to and departure for work. It embodies one of youth work's key defining features	They work with young peopel from favelas and access them through school. Each group from the centre becomes a team, especially during the programme "The Race of Champions".
Voluntary engagement. Young people choose to be involved and leave at any time. **The** defining feature of youth work (Davies, 2005)	Yes, young people apply to be part of the programme Champions of Life and they can leave at any time.
Asset based approach to young people - not deficit based. Potentiality focus	They approach young people that have a similar range of vulnerability – social, financial or educational. When social workers choose who will participate they have in mind those vulnerabilities. They work with young people in the favelas, from public schools. They never choose young people on the basis of whether they have some strengths or not.
The **engagement of young people in local democratic processes** is essential; it fosters a sense of belonging and allows communities to become stronger helping	The programme "The Race of Champions" is also a good example of engaging in the local community since young people decide where

young people to understand different types of engagement and the **respective power that this gives to individuals**	they want to "invest" their money. They invest it in something that is needed in their community.
Builds **mutually trustful and respectful relationships** with and between young people	Yes, also between the families. Family meetings ar held 4 times a year at least. They talk about the programmes and have some sports activities.
Seeks to build **personal and social competencies** Confidence and self-efficacy; motivation and inspiration; self-determination and self-control; social confidence, interpersonal skills and teamwork.	Their main goal is to offer opportunities for social transformation with a focus on two main causes: education through sport and the defence of the rights of people with disabilities.
Occurs mainly in **informal community-based settings**	They work in spaces which are empty during the day – sports clubs, schools, enterprises, NGOs…
Ignoring stereotypes and labeling enables young people to **clarify and embrace key features of their individual and collective identities i**n relation to class, gender, ethnicity, sexuality and disability.	Yes, all young people are welcome. Topics covered are religion, social differences, gender equality. They cover it during the sports sessions and talk about some topics especially if some issue occurs. One good example is IGK Dance. Like various sports, dance allows the development of physical and functional abilities of people of all ages and is an efficient tool for biopsychosocial development, especially for children and young people. Therefore, dance has been widely used as an instrument of social inclusion. Education through dance allows the insertion of stigmatised and even marginalised groups as it works to improve self-esteem. Dance can be used as a mechanism that promotes the integration of people - regardless of colour, gender, religion or social class.

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