

Sporteducate programme evaluation report June 2013 - April 2017

Conducted by EdComs
September 2017

Supported by



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BORN TO BE
The Deutsche Bank youth
engagement programme



EdComs

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Executive Summary :

Sporteducate programme evaluation

About us

The *sporteducate* programme was set up in June 2013 by Sported in partnership with Deutsche Bank. Both organisations wanted to address the societal issues that young people are faced with today, including high levels of youth unemployment and limited opportunities to develop employability skills.

- Sported uses the power of sport to transform the lives of disadvantaged young people.
- Deutsche Bank, through its *Born to Be* initiatives, aims to build the skills and aspirations of young people.

What we set out to do

The *sporteducate* programme was designed to help young people from disadvantaged backgrounds aged 10-18. The programme provided a combination of education, sport and mentoring to provide young people with the extra-curriculum support, skills and focus to stay in school and go on to further education, training and employment.

The programme aimed to impact the 5 As and young peoples' self-esteem & confidence

1. **Attitude to learning**
2. **Attendance at school, college, training or work**
3. **Aptitude and employment**
4. **Academic achievement**
5. **Aspirations for the future**
6. **Self esteem & confidence**

What we did

Sporteducate was delivered by 33 affiliated clubs, each choosing the educational and sporting activities that best served the needs of their young people. The programme supported a range of sports from martial arts to boxing and athletics. The educational aspect of the programme included: employability support, supplementary Maths and English classes, homework clubs, IT teaching and job skills sessions. In total, 2013 young people were engaged in the *sporteducate* programme and 130,673 hours of sport, education and employability sessions were delivered.

The evaluation

EdComs Research was commissioned to undertake an independent monitoring and evaluation programme over the lifecycle of the project (June 2013 - April 2017) and to assess the impact of the *sporteducate* programme on the outcomes above, through the eyes of club leaders and young people. Young people completed a questionnaire upon starting the *sporteducate* programme (pre) and then completed another questionnaire a year after (post). Club leaders completed an assessment of each young person involved in the evaluation.

sportEDUCATE

has had a positive impact
across our outcomes:

The pre results were collected before young people took part in the sporteducate programme, the post results were collected one year or more into the programme

01 ATTITUDES TO LEARNING

INCREASE IN

I LIKE GOING TO
SCHOOL, COLLEGE,
TRAINING OR WORK

With increased confidence,
and support, young people's
attitudes towards school / work
begin to change

PRE:
44%

POST:
56%

03 APTITUDE AND EMPLOYMENT

AGREEMENT WITH

THE BENEFIT OF
WORKING HARD NOW
WILL HELP ME
LATER ON IN LIFE

Creates a more positive
relationship with school and a
willingness to work hard

PRE:
73%

POST:
77%

02 ATTENDANCE AT SCHOOL, COLLEGE OR WORK

INCREASE IN

I AM ALWAYS
ON TIME

FOR SCHOOL, COLLEGE OR WORK

PRE:
83%

POST:
91%

This leads to
more positive
behaviours

04 ACADEMIC ACHIEVEMENT

INCREASE IN

THOSE
PERFORMING
AT A GOOD OR EXCELLENT
LEVEL AT SCHOOL

Which in turn leads to
increased attainment

PRE:
70%

POST:
79%

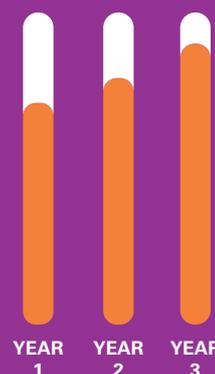
05 ASPIRATIONS FOR THE FUTURE

INCREASE IN

HAVING A
JOB OR CAREER
IS IMPORTANT TO ME

With increased confidence,
attainment and engagement,
young people are able to talk about
their plans for the future and expand
their horizons and aspirations

72% 84% 94%



07 SELF ESTEEM

INCREASE IN

I AM HAPPY
WITH WHO I AM

The sporteducate programme
engages young people through
sport and with the support and
mentoring on offer, confidence
& self-esteem grows

PRE:
83%

POST:
94%

06 CONFIDENCE

INCREASE IN

I FEEL
COMFORTABLE
TALKING
TO NEW PEOPLE

PRE:
62%

POST:
74%



Introduction

Background

The *sporteducate* programme was run by Sported, a leading Sport for Development charity, in partnership with Deutsche Bank, as part of their youth education programme, *Born to Be*. Both organisations are focused on helping to address the societal issues that young people are faced with today including high levels of youth unemployment and limited employability skills.

The programme was designed to target young people aged 10-18 from disadvantaged backgrounds and help them, through a combination of education and sport workshops, obtain the skills and ambitions that will allow them to enter the job market once their finished with education.

Sporteducate was delivered by 33 affiliated clubs who combined playing sport with education. Clubs had the freedom to choose the educational and sporting activities that best served the needs of their young people and how these were delivered (i.e. sport and education elements combined; or separate sessions delivered either on the same or different days). The programme supported a range of sports from martial arts to boxing and athletics. The educational aspect of the programme included: employability support, supplementary Maths and English classes, homework clubs, IT teaching and job skills sessions. Deutsche Bank volunteers also engaged with the programme through mentoring young people and coaches, running workshops, tutoring and offering business support to clubs.

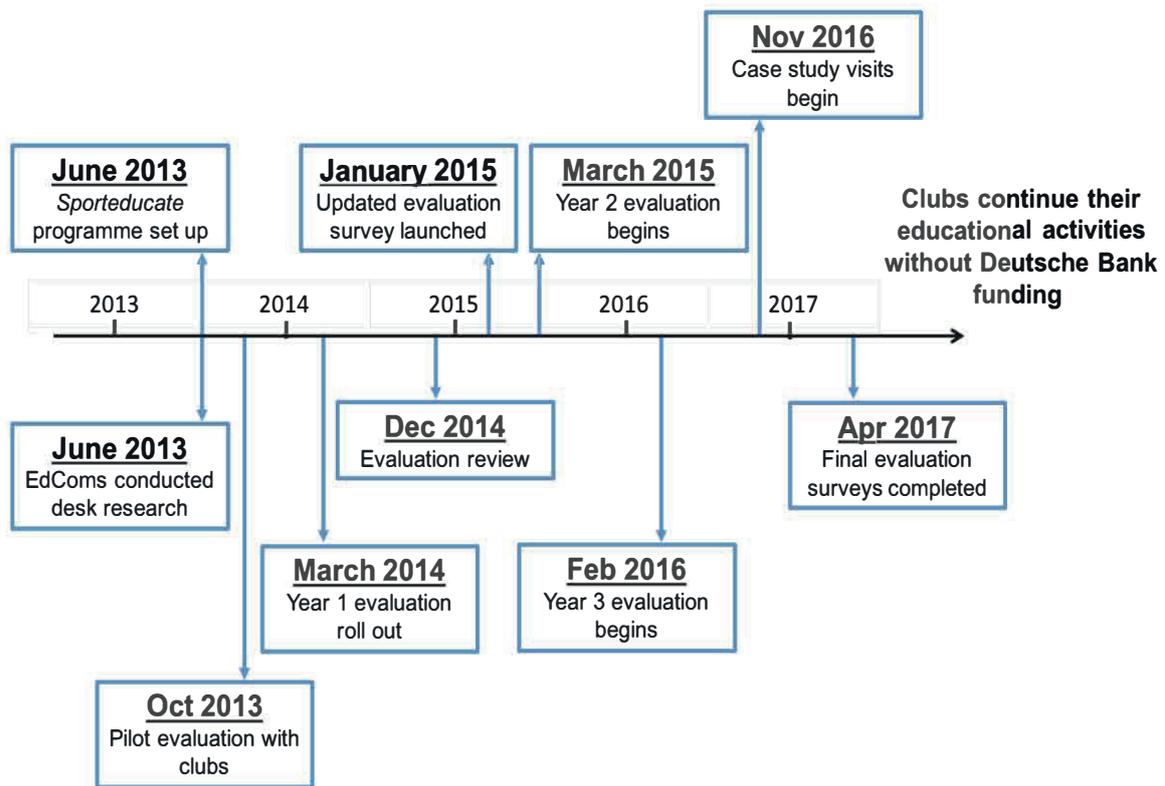
The combination of education, sport and mentoring was designed to provide young people with the extra-curriculum support, skills and focus to stay in school and go on to further education, training and employment. A *sporteducate* toolkit was provided to all club leaders to help clubs achieve these programme outcomes.

Alongside this, EdComs Research was commissioned to undertake a monitoring and evaluation programme over the lifecycle of the project to assess the impact of the *sporteducate* programme through the eyes of club leaders and young people.

The programme was set up on June 2013 with the final evaluation completed in April 2017.



Outline of key research milestones:



Objectives

***Sporteducate* programme**

The *sporteducate* programme was set up by Sported in partnership with Deutsche Bank. Both organisations work towards helping young people achieve the right skills and aspirations to find a job and be in employment. Sported uses the power of sport to transform the lives of disadvantaged young people. Deutsche Bank, through its *Born to Be* initiatives, aims to prevent the next generation from becoming a lost generation, by building the skills and aspirations of young people and providing valuable opportunities. It sees early education-led intervention as the way to break the cycle of youth unemployment.

EdComs developed the materials for the *sporteducate* programme and created the following five key measures (the 5 As) to monitor the programme:

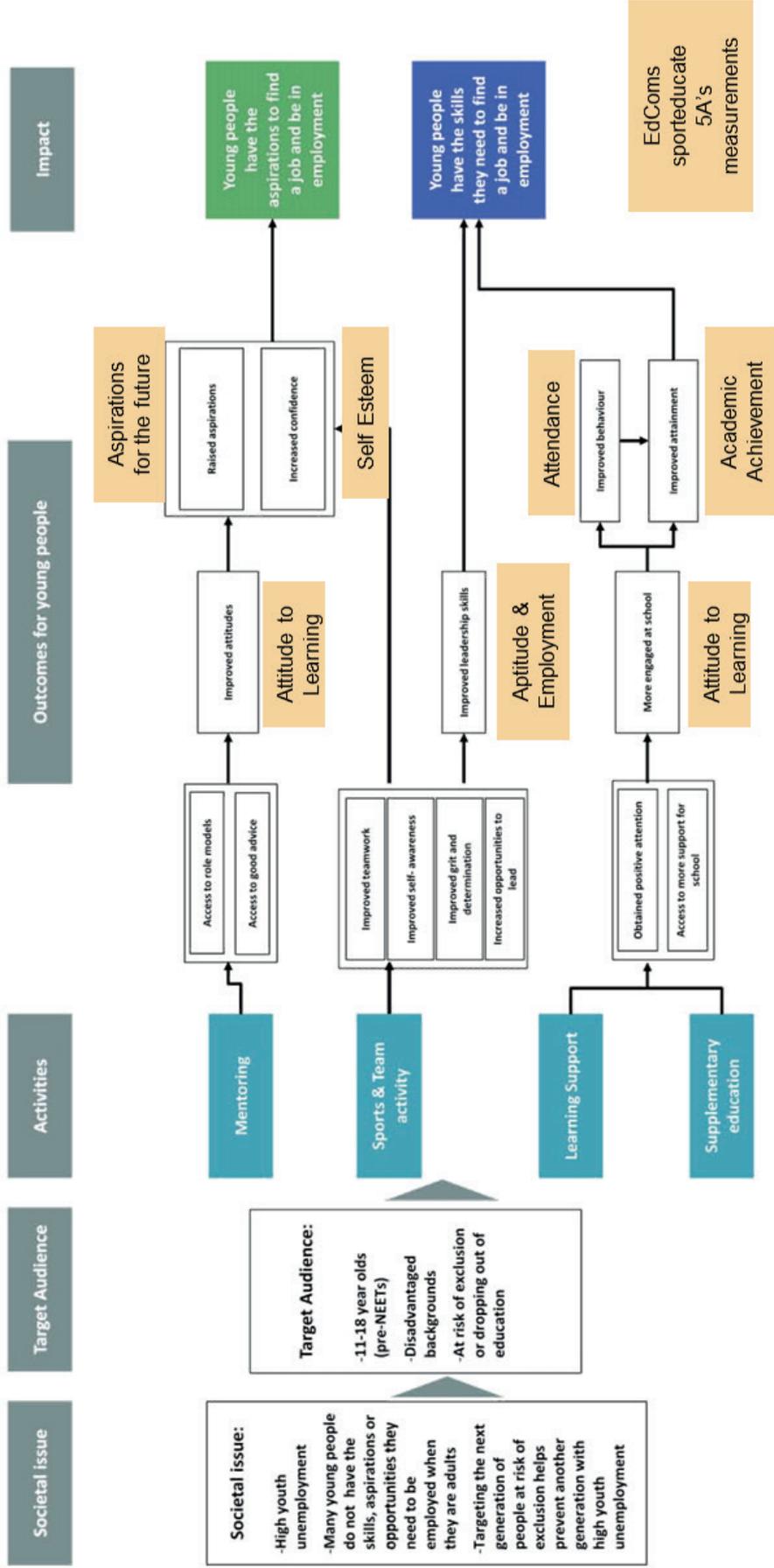
1. **Attitude to learning**
2. **Attendance at school, college, training or work**
3. **Aptitude and employment**
4. **Academic achievement**
5. **Aspirations for the future**

EdComs also monitored young peoples' self esteem and confidence.

The 5 As were integrated with Deutsche Bank's *Born to Be* Theory of Change model to create a framework for the *sporteducate* programme.



Sporteducate



Monitoring and Evaluation

The overall objective of the evaluation was to assess the impact of *sporteducate* on young people. The *sporteducate* framework informed the design of the evaluation programme, with the 5 As outcome model informing the key measures for the programme.

Desk

At the start of the project EdComs was commissioned to develop the 5 As outcome model through a desk research methodology. In order to develop these measures EdComs provided greater detail and insight into the context of the target audience and investigated the factors that contribute to a young person becoming NEET, and the audiences that are most at risk. This context analysis also covered links between sport and increased attainment and highlighted the importance of sport in teaching key 'soft skills'. This research was used to inform the *sporteducate* programme and evaluation.

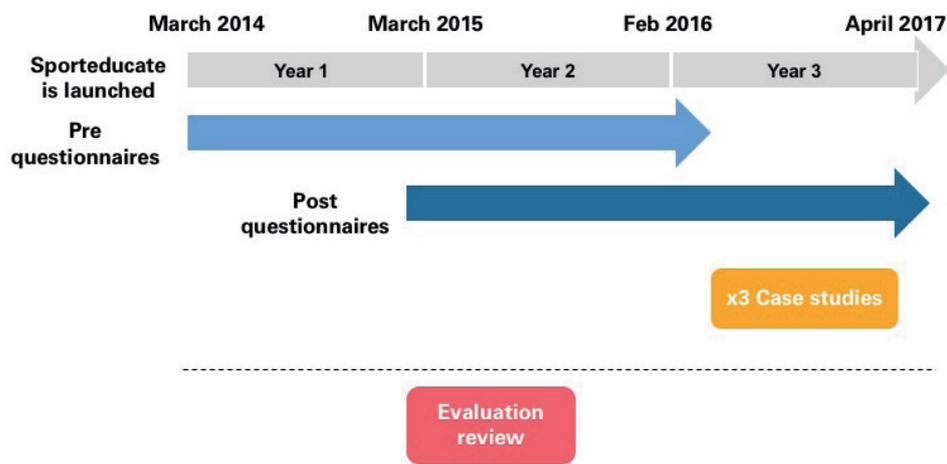
Pilot

In October 2013 EdComs conducted a pilot evaluation with five clubs to understand the practicalities of data collection and to test the pre questionnaires. The findings from the pilot provided an opportunity to refine the measurement process and informed the development of the evaluation questionnaires. It also enabled EdComs to get an initial read on the impact of *sporteducate* across the 5 As and to understand the format of clubs and the activities that are involved.

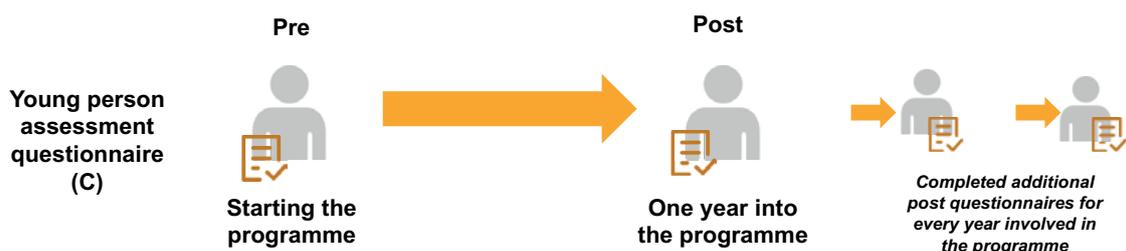


Fieldwork

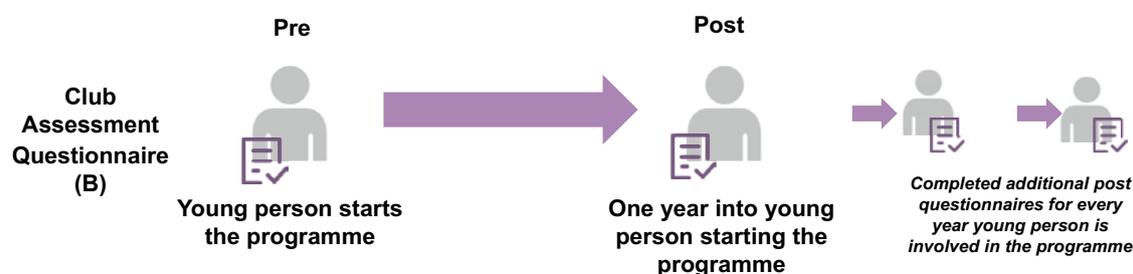
The *sporteducate* evaluation had a rolling fieldwork period between March 2014 and April 2017:



Fieldwork mirrored the journey of each young person. Young people completed an assessment questionnaire (labelled as questionnaire C) upon starting the *sporteducate* programme (pre) and then completed another questionnaire a year after (post) as detailed in the diagram below:



Club leaders were also surveyed to get their perspective on the young person's development. Club leaders completed a Club Assessment of Young Person questionnaire (labelled as questionnaire B) on each young person involved in the evaluation in parallel to the Young Person Assessment Questionnaires, as detailed below:



A comparison of pre and post questionnaire results allowed EdComs to assess the impact of the *sporteducate* programme on young people.

Recruitment

In total 33 clubs were involved in the programme and 28 completed the evaluation. EdComs asked each club leader to recruit 25 young people from the club into the evaluation. However, due to the nature of the individual clubs and their operation, the actual number of young people involved in the evaluation varied by club, from 1 to 80 young people, with an average of 26 per club. The number of young people per club completing the post questionnaire is shown below:

Number of young people completing a post questionnaire per club	Number of clubs completing the evaluation
50-80	1
40-49	2
30-39	6
20-29	9
10-19	6
0-9	4
Total	28

Sample

Numbers of young people and club leaders involved at each stage of the evaluation is below:

Young person questionnaire: Total data	Base*	Club leader questionnaire: Total data	Base*
Total pre sample	878	Total pre sample	715
Total post sample	718	Total post sample	760

To understand the overall impact of the programme, regardless of how long a participant was involved in the programme, we have created "Total data":

- **Total pre sample is the total number of pre-questionnaires completed**
- **Total post sample is the last post-questionnaire completed. Where an individual has completed more than one post questionnaire, it only includes their last data, so it shows the final impact of the programme regardless of how long a participant took part in the programme**

878 young people completed a pre questionnaire, supported by 715 club leaders. 718 completed a post questionnaire, with 760 club leader post questionnaires.

Therefore not every young person who completed a pre stage questionnaire completed a post stage questionnaire.

Young person questionnaire: Year impact data	Base*	Club leader questionnaire: Year impact data	Base*
1 year into the programme	573	1 year into the programme	316
2 years into the programme	150	2 years into the programme	351
3 years into the programme	64	3 years into the programme	255

To understand the impact of each year of participation, we have created “Year impact data”:

- 1 year into the programme data covers all who were in the programme for a year, regardless of when they started the programme. Includes data from those who started the programme in 2014 through to 2016.
- Similarly, Year 2 and Year 3 data include all those who were in the programme for those lengths of time. Therefore, there were more young people who took part in the programme for one year than for two or three years.
- In this data set, one person’s data therefore included in each year that they were part of the programme, so someone who completed a Year 3 post questionnaire in theory should have a questionnaire in Year 1 and Year 2 data as well.

*Base sizes for each question will vary, as not all questions are relevant for each participant.



Data collection

Sporteducate clubs were sent a pack of questionnaires and the club leader was responsible for ensuring that all questionnaires were correctly completed and uploaded onto Views an online reporting platform.

Initially both young people and club leaders filled out the questionnaire using the format provided on Views. However, the questionnaires were subject to change and re-design following the evaluation review in 2014.

Evaluation review

In December 2014 EdComs conducted a review of the existing evaluation in response to club leaders informing Sported that they found some aspects challenging.

The findings from the review informed the following changes to the questionnaires:

- Two versions were created that were more age appropriate: one for young people aged 10-14 and another for older young people (aged 15-18), with the younger participants asked fewer questions.
- The questionnaire was made more visual by using emoticons, more colours and grid style questions so that young people could easily fill in options.
- The questionnaire was re-structured – easier questions were placed at the beginning to gradually build up rapport throughout the completion process.
- Language was made more age appropriate.
- Content was generally reduced throughout.

EdComs also advised club leaders to reduce the minimum number of young people required to complete the questionnaires in each club, to take account of clubs' capacity and build a genuine pool of engaged participants who fit criteria.

An additional evaluation page was added to the Toolkit given to *sporteducate* club leaders. This explained the process of evaluation in more detail and gave tips on best practice (e.g. the benefit of explaining the purpose of the evaluation to young people in order to encourage honest responses).

For more information on findings from the evaluation review please see appendix.

Case studies

In addition, EdComs conducted three visits to the following *sporteducate* clubs to provide case studies for the evaluation.



For each case study, EdComs team members conducted a focus group with 6-8 young people in the club, as well as an interview with the club leader. The purpose of the discussion with the young people was to understand how they started the *sporteducate* programme and what type of sessions they were involved in; and to explore the perceived impact. The discussion with the club leader was to understand motivations for getting involved in *sporteducate*; to find out how the sessions were run in more detail and in what order; and for them to articulate the benefits on young people. The key findings from the case studies can be found in the Findings section of the report, and a full breakdown of results can be found in the appendix.

Reporting

EdComs delivered an annual report containing analysis of the post questionnaire results collected that year, and pre/post comparisons to assess rolling impact. This written report contains an overview of the impact from across the three years and only includes data that evidence significant shifts in attitudes and behaviours.

Findings

Young people at risk of becoming NEET

The *sporteducate* programme was designed to target young people aged 10-18 years old from disadvantaged backgrounds, who were at risk of becoming NEET (i.e. not in education, employment or training). In order to understand the impact of *sporteducate* it is useful to understand the situation young people at risk of becoming NEET are faced with before joining the programme.

The context analysis EdComs conducted in 2013 highlighted that these young people typically live in poor neighbourhoods and/or near schools with low attainment and they are likely to have parents that are either unemployed or on a reduced income.

Other characteristics associated with this group of people are:

- **living in or having lived in care**
- **from ethnic minorities**
- **higher risk of teenage pregnancy**
- **having a learning disability or being SEN**
- **homelessness**
- **having a criminal record**
- **drug or alcohol abuse**
- **having to act as a carer**

A teacher describes a young girl who participated in *sporteducate*:

“ **She was such a difficult girl, great fun, she kept me busy, and probably took up about 20% of my job when she was here. If she could get into trouble, she found it. Very fiery, she had aggression issues, issues with other schools, so many different home issues. We had lots going on with this girl.** ”

(S-Factor Academy, Teacher)

Many of these young people do not live in an environment that is conducive to learning, with contributing factors such as not having a quiet place to do their homework.

Case study 2

“ **The most vulnerable kids, they are most at risk of not getting the basics of English and Maths. We identify them carefully. They have to have an interest in this otherwise there's no point.** ”

(S-Factor Academy, Teacher)



Case study 2

The *sporteducate* impact

Overall

The *sporteducate* programme has raised participants' aspirations and the programme has had a positive impact across both the 5 As plus young peoples' self-esteem & confidence

sportEDUCATE ...has had a positive impact across our outcomes	Attitude to learning	↑ Increase in 'I like going to school/ college/ training work' ↑ Increase in 'Doing well at school/ college/ training is important to me'
	Attendance at school	↑ Increase in 'I do my homework on time' ↑ Increase in 'I am on time for school/ college/ training/ work'
	Aptitude and employment	↑ Increase in 'I enjoy learning ' ↑ Increase in 'I enjoy Maths and English class' ↑ Increase in 'I agree with the benefit of working hard now will help me later on in life'
	Academic achievement	↑ Improved performance at school in general and in Maths (good/excellent)
	Aspiration for the future	↑ Increase in having a job or career in the future is important to me ↑ Increase in 'I already have a good idea of the job I want when I'm older' ↑ Increase in 'I know what qualifications I need to get the job or career I want in the future'
	Self-esteem & confidence	↑ Increase in 'I am happy with who I am' ↑ Increase in 'I don't have much to be proud of' ↓ Decrease in 'I often think I'm a failure' ↑ Increase in 'I feel comfortable talking to new people'

Sporteducate has resulted in a significant uplift in young people's confidence. The programme offered a supportive community for young people. It provided a safe place to do their homework and ask questions that they would not normally feel comfortable asking in the classroom. The supplementary classes and IT support helped young people catch up on skills they had missed out on.

Sport has provided a hook to engage young people, teaching them valuable communication and team work skills and increasing their feelings of self-worth. The career sessions and mentoring support offered have provided young people with positive role models and a sense of direction leading to increased aspirations for the future.

Case study 2

“ *Sporteducate* provides a bit of something different, and I do sometimes think interventions from someone else have an impact. It's somebody they don't see every day. Somebody different that they can build a slightly different relationship with.

(*S-Factor Academy, Teacher*)

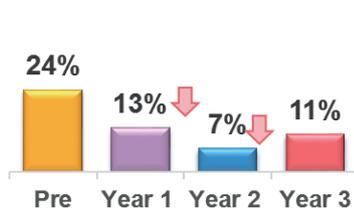
This report will highlight the impact of *sporteducate* on young people by length of participation. A clear finding from the research is that young people reported an impact from Year 1, which they attribute to the programme. However, findings are strengthened with each year that they remained on the programme.

Year 1

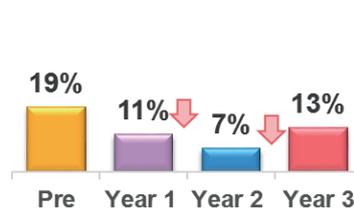
Sporteducate had a significant impact across a number of measures after just one year of participation. In fact, Year 1 results showed the greatest impact across a broad set of measures in comparison with Year 2 and 3, highlighting the effectiveness of the range of activities and engagement tools on offer.

After one year of participation on the programme, young people were more likely to be engaged with school, to have improved communication and interpersonal skills, and were starting to think about their future more. This can be attributed to an increase in self-belief: after one year of taking part in the programme, young people reported increases in self-esteem and confidence.

I do not have much to be proud of % Agree (agree / strongly agree)



I often think that I am a failure % Agree (agree / strongly agree)



I wish I could have more respect for myself % Agree (agree / strongly agree)



Q8/Q9. When thinking about yourself, how much do you agree or disagree with the following statements? Base: Not much to be proud of 851 (pre); 562 (year 1); 150 (year 2); 64 (year 3). Failure 844 (pre); 558 (year 1); 150 (year 2); 64 (year 3); I wish I could have more respect for myself 850 (pre); 558 (year 1); 150 (year 2); 62 (year 3)

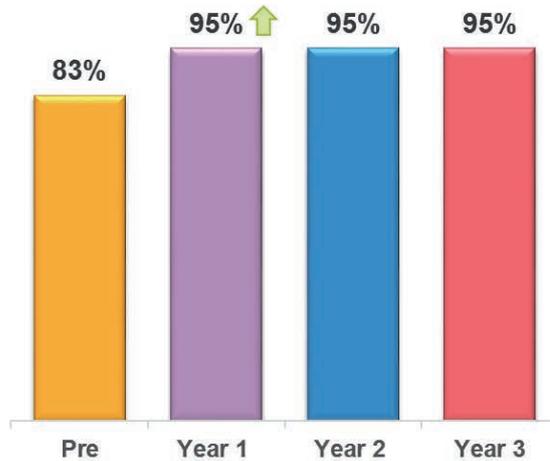
= Significantly different year on year at 95%

Young people were significantly less likely to agree that they have nothing to be proud of (24% at the pre vs. 13% in Year 1) after taking part in the programme for a year, as well as being less likely to feel that they were a failure (11% in Year 1, down from 19% at the pre). They were also less likely to wish they had more respect for themselves – suggesting that they had increased respect (37% at the pre, declining to 26% in Year 1). Impact on the first two measures continued into the second year of the programme.

Overall, this resulted in more young people feeling happy within themselves, with over 9 in 10 agreeing with this statement throughout the lifecycle of the programme (95%).

I am happy with who I am

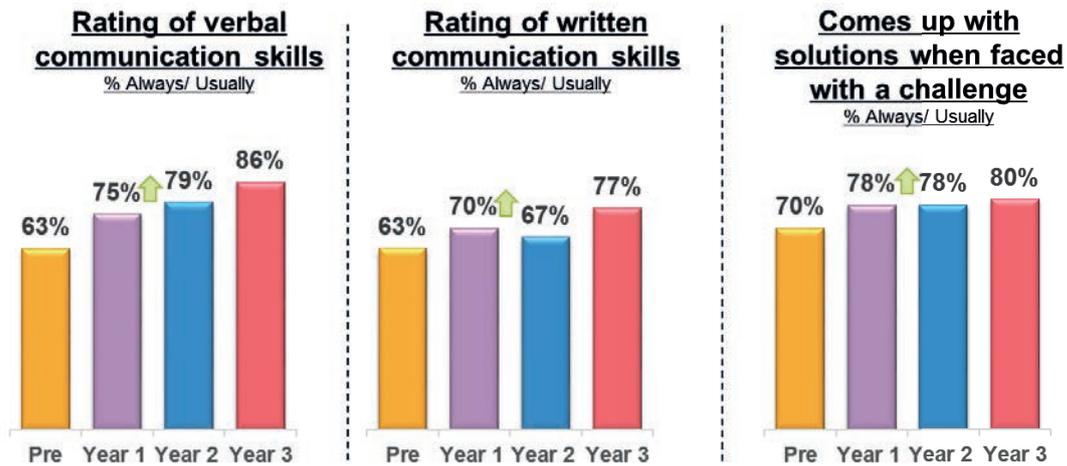
% Agree (agree / strongly agree)



Q8/Q9. When thinking about yourself, how much do you agree or disagree with the following statements?
Base: Good as others 856 (pre); 540 (year 1); 150 (year 2); 62 (year 3)

↑↓ = Significantly different year on year at 95%

Ratings of personal skills, such as communication and problem solving, also significantly increased in Year 1, and continued to build across the programme.



Q6/7. For each sentence below, which word would you insert to best describe you in each instance. Base Verbal communication skills 866 (pre) 658 (year 1) 150 (year 2) 64 (year 3). Written communication 865 (pre) 566 (year 1) 150 (year 2) 64 (year 3); Comes up with solutions 859 (pre) 587 (year 1) 150 (year 2) 64 (year 3).

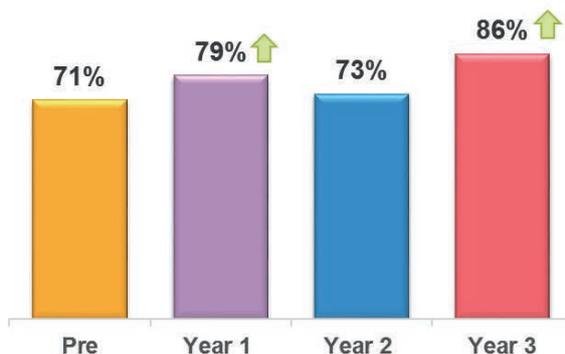
↑↓ = Significantly different year on year at 95%

After a year of taking part in the programme, young people reported using clear verbal and written communication skills more consistently (75% and 70% up from 63% pre programme). They also felt more able to think of solutions when faced with a challenge (78% in Year 1 vs. 70% at the pre).

Alongside these improvements in self-belief and communication skills, young people also felt more comfortable engaging with other young people

Listen to others opinions

% Always/ usually

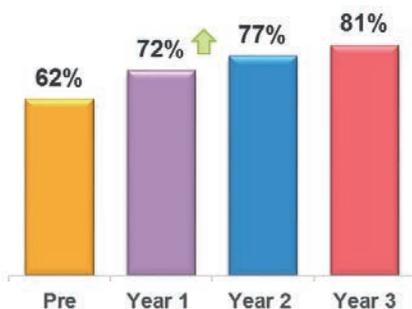


Q6/7. For each sentence below, which word would you insert to best describe you in each instance? Base: Listen to others 860 (pre) 566 (year1) 150 (year 2) 64 (year 3).

↑↓ = Significantly different year on year at 95%

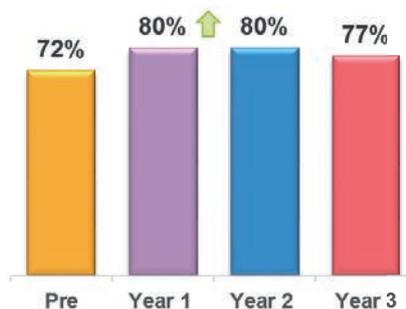
Feel comfortable talking to new people

% Always/ usually



Feel comfortable working in a team

% Always/ usually



Q6/7. For each sentence below, which word would you insert to best describe you in each instance? Base Comfortable talking to new people 868 (pre) 565 (year1) 150 (year 2) 64 (year 3). Comfortable in team 867 (pre) 567 (year1) 150 (year 2) 64 (year 3)

↑↓ = Significantly different year on year at 95%

Participating in the programme for one year has resulted in young people feeling more comfortable when talking to new people (72% in Year 1 vs. 62% at the pre) and working in a team (80% vs. 72% at the pre). They are also more likely to listen to others' opinions (79% at Year 1 vs. 71% at the pre), resulting in a set of young people more likely to be confident and engaged. This is highlighted by the quote from a participant below:

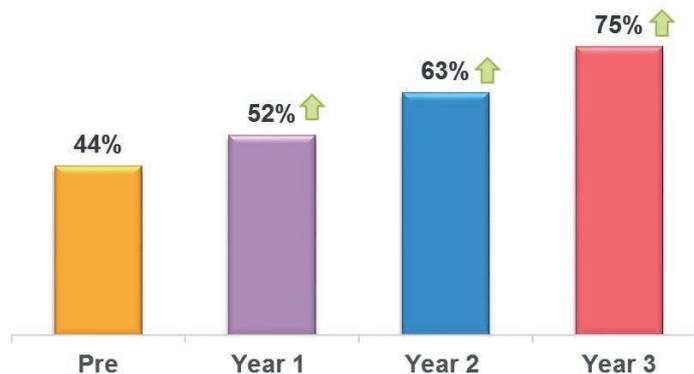
These positive shifts in personal attributes, as well as participation in the programme, have contributed to changes in attitudes and behaviours in the first year as well.

Young people are now more likely to enjoy going to school, college, training and work, as well as to engage with school – as seen through an increase in likelihood in being at school on time and doing their homework on time. Please see appendix for a full breakdown of data.

Case study 2

“ **Confidence. When you answer questions, I put up my hand up more and can talk with other people as well, socially!**
(S-Factor Academy, Teacher) ”

I like going to school, college, training or work
 % Agree (8 – 10)



Q3. Now, thinking about school/ college/ vocational training/ work that you currently go to, how much do you agree or disagree with the following statements? Base: 846 (pre); 557 (year 1); 147 (year 2); 64 (year 3)

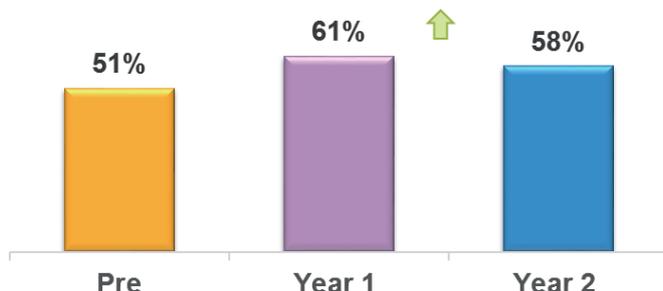
↑↓ = Significantly different year on year at 95%

The programme had an impact on attitudes to school, college, training and work from the start, with half of young people stating they liked going in Year 1, significantly higher than at the pre (44%); this trend continued through each year (64% in Year 2, 75% in Year 3).

Young people also started to think more about their futures: they started to become more prepared and are more aware of how to get the job or career they want in the future.

I know what qualifications I need to get the job or career I want in the future**

% Agree (8 – 10)



**Only asked to those aged 15-18

Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements? Base: 506 (pre); 225 (year 1); 55 (year 2), year 3 base too low to analyse.

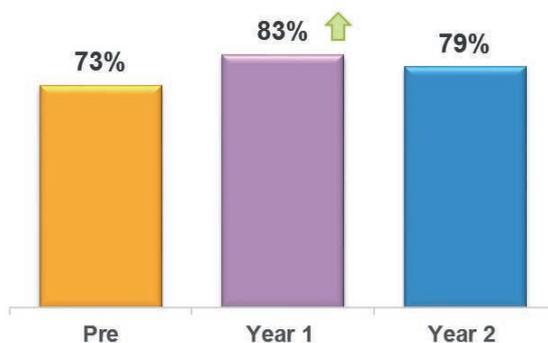
↑↓ = Significantly different year on year at 95%

Before starting *sporteducate*, half of participants knew which qualifications they needed to get the job or career they wanted in the future. This rose to six in ten (61%) after a year in the programme.

Similarly, they became more aware of the importance of having a job or career that is important to them.

Having a job or career that interests me is important to me**

% Agree (8 – 10)



**Only asked to those aged 15-18

Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements? Base: Job of interest Base: 341 (pre); 206 (year 1); 52 (year 2). Year 3= base too low to analyse

↑↓ = Significantly different year on year at 95%

Eight in ten (83%) felt that this was important to them after taking part in the programme for a year, significantly more than before they started (73% at the pre).

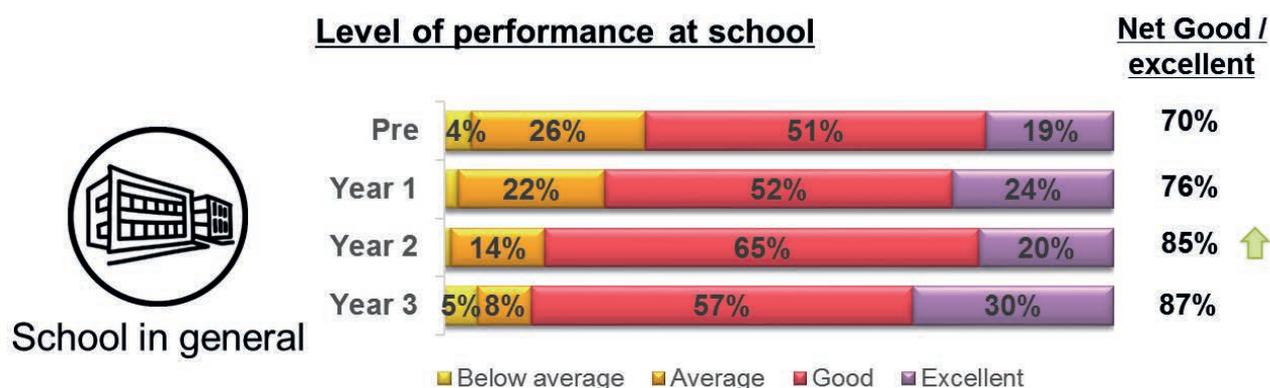
The impact of *sporteducate* after a year highlights that combining sport and education in a club setting, with access to a range of support and mentoring, can have real impact on young people’s perceptions and behaviours.

Unsurprisingly, though, overall aspirations for the future remain unchanged, as did perceived performance at school (see appendix).

Year 2 and Year 3

Taking part in a year of *sporteducate* supported young people in building their communication and interpersonal skills, the second and third years of participation helped them solidify their attitudes towards school, and performance, as well as their understanding and perceptions of careers and their future.

In their second year of the programme, nearly nine in ten participants believed they were performing at a good or excellent level at school in general (85%). This was significantly higher than the first year of the programme (76%) and up from the pre stage (70%).



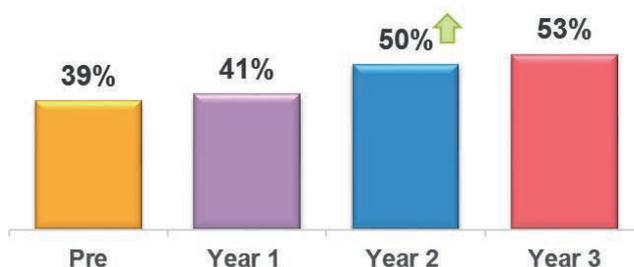
Q4. Which of the following best describes how well you do at school in the following subjects? Base: In general 838 (pre); 530 (year 1); 142 (year 2); 60 (year 3).

↑↓ = Significantly different year on year at 95%

The programme also positively affected young people’s performance in, and enjoyment of, Maths in school in the second year. After one year of the programme, young people were more likely to enjoy English lessons (see appendix), however in Year 2 enjoyment of Maths classes and perceived performance in Maths both significantly increased.

I like Maths class

% Agree (8 – 10)



Q3. Now, thinking about school/ college/ vocational training/ work that you currently go to, how much do you agree or disagree with the following statements? Base: Maths 828 (pre); 518 (year 1); 131 (year 2); 60 (year 3)

= Significantly different year on year at 95%

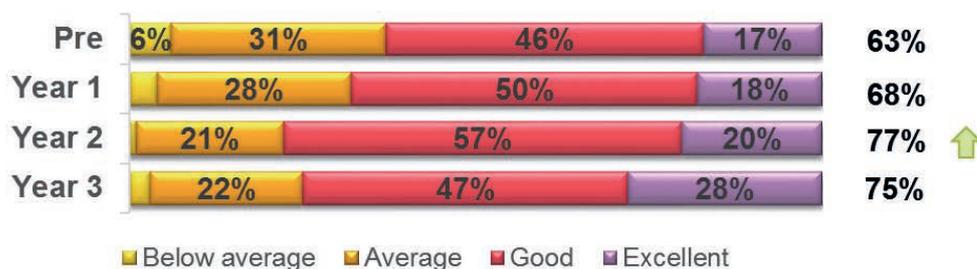
Half of participants in Year 2 said they liked their Maths class (50%), significantly increasing from four in ten in Year 1 (41%), and the pre stage (39%).

Level of performance at school

Net Good / excellent



Maths



Q4. Which of the following best describes how well you do at school in the following subjects? Base: Maths 825 (pre); 517 (year 1); 140 (year 2); 60 (year 3)

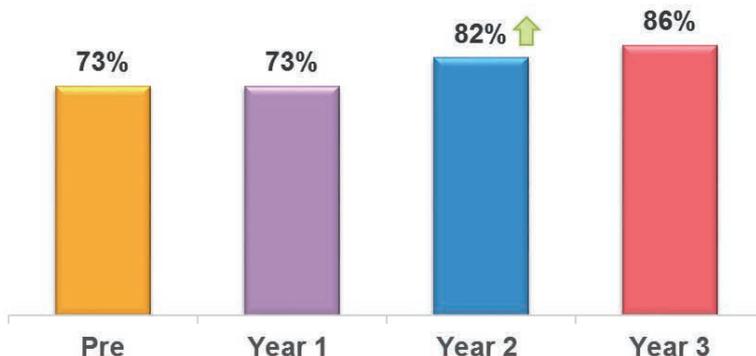
= Significantly different year on year at 95%

As well as enjoying classes more, young people felt they were more likely to be performing at a good or excellent standard in Maths. In Year 2, three quarters stated this (77%), significantly higher than Year 1 (68%) and the pre stage (63%).

The initial impact of the first year of the programme on perceptions around careers and the future was built upon in the second and third year of the programme. Participants began to make more connections between their work now and the future, as well as the importance of their potential future job or career.

Agreement with the benefit of working hard now will help me later on in life

% Agree (8 – 10)



Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements? Base: 841 (pre); 545 (year 1); 149 (year 2); 63 (year 3)

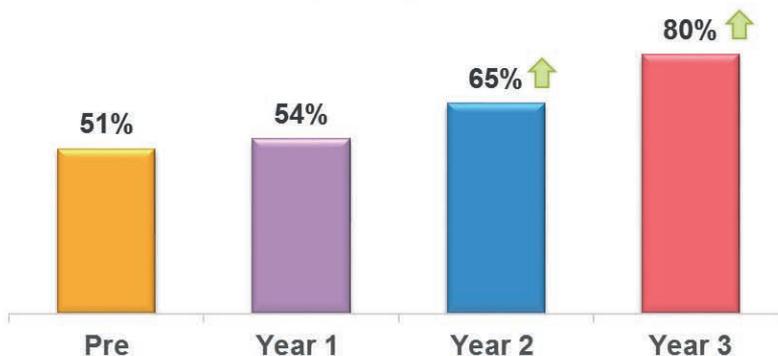
↑ ↓ = Significantly different year on year at 95%

Eight in ten participants in Year 2 agreed that working hard now would help them in later life (82% vs. 73% in Year 1 and the pre).

Having a job or career in the future also became more important, as did their understanding of what that job or career might be.

I already have a good idea of the job I want when I'm older

% Agree (8 – 10)



Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements? Base: 837 (pre); 547 (year 1); 149 (year 2); 64 (year 3)

↑ ↓ = Significantly different year on year at 95%

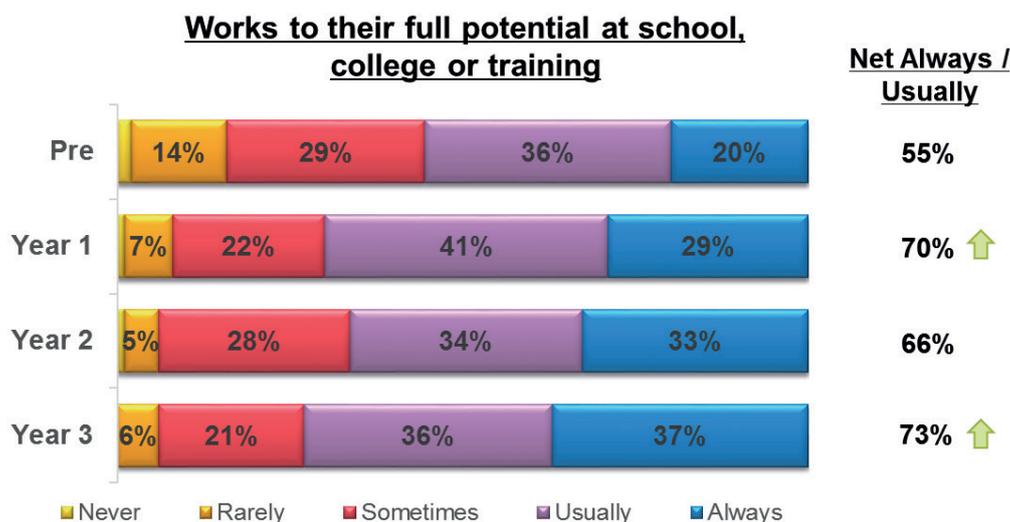
Young people also became more aware of what they wanted to do when they were older, and this was particularly prominent in Year 3 of the programme, when 80% agreed with the statement (compared with 51% at the pre stage).

Overall, the results show the value of engaging young people in *sporteducate* for three years, as the longer a young person was involved in the programme, the more their confidence, performance and aspirations increased. However, it is important to note that after just one year of being involved in *sporteducate*, young people reported an improved sense of confidence and self-esteem. It is only that these metrics continued to improve the longer young people participated.

The club leader perspective

Club leaders saw an impact in the young people they worked with across a set of core measures, but especially around achieving potential at school and careers.

Whether at school, college or in training, club leaders felt that young people were more likely to always or usually be working to their full potential.



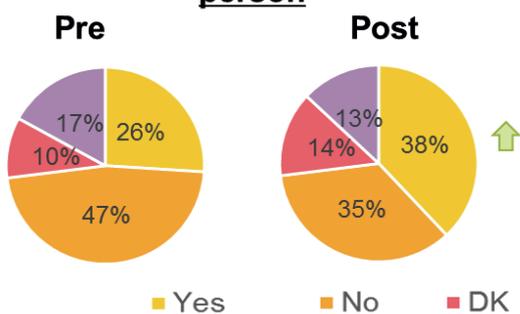
Q1. Based on your observations, to what extent do you agree or disagree that this young person does the following? Base: 658 (pre); 299 (year 1); 335 (year 2); 242 (year 3)

↑ ↓ = Significantly different year on year at 95%

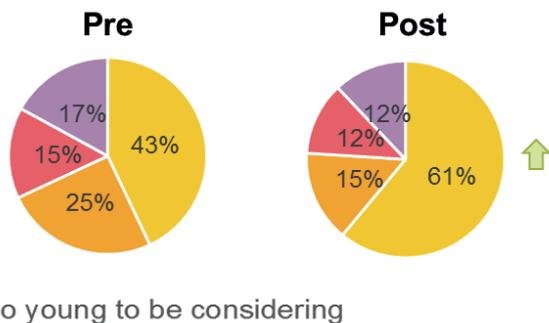
Just over half of club leaders felt young people worked to their full potential always or usually, before the programme started (55%). One year into the programme they felt this had increased to seven in ten young people (70%). There was a slight dip in perceptions in Year 2, but these rose back to Year 1 levels in Year 3 (73%).

Club leaders also believed that more career conversations were being initiated both by young people and by themselves as a result of the programme.

Discussed careers initiated by young person



Discussed careers initiated by you



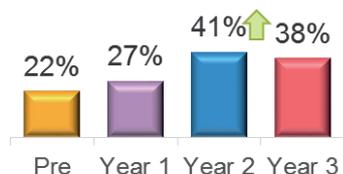
Q6/Q8. To what extent would you agree or disagree that the person you are thinking about...
 Willing to discuss plans: Base: 675 (pre); 301 (year 1); 345 (year 2) 240 (year 3); Discussed careers initiated by young person Base: 715 (pre); 760 (post); Discussed careers initiated by you Base: 715 (pre); 760 (post) ↑ ↓ = Significantly different pre vs year 2

Before *sporteducate* a quarter of young people initiated conversations about careers with club leaders (26%). As a result of the programme, this rose to nearly four in ten (38%). Similarly, four in ten club leaders thought that they initiated conversations about careers with young people before the programme started (43%), but after the programme this had risen to six in ten (61%).

Club leaders saw further impact on career perceptions in young people throughout the lifecycle of *sporteducate*.

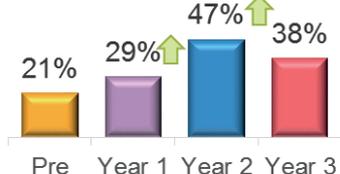
Has an idea of what career path they might want in the future

% Agree (8 – 10)



Understands how to get the skills or qualifications they need for future career path

% Agree (8 – 10)



Feels education plays a role in succeeding in their goals

% Agree (8 – 10)



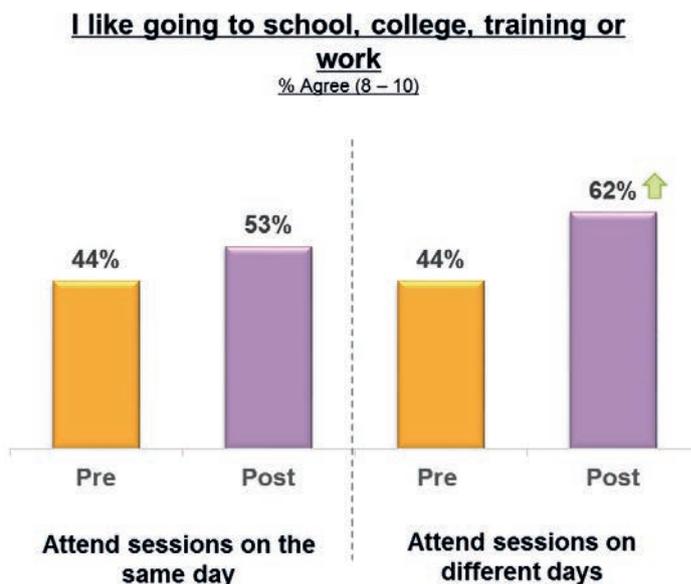
Q6/Q8. To what extent would you agree or disagree that the person you are thinking about...
 Idea of a career path: Base: 659 (pre); 301 (year 1); 343 (year 2) 239 (year 3); Understands qualifications Base: 660 (pre); 299 (year 1); 342 (year 2) 237 (year 3); Feels education plays a role Base: 667 (pre); 304 (year 1); 345 (year 2) 243 (year 3) ↑ ↓ = Significantly different year on year at 95%

During the programme, they agreed that participants were significantly more likely to have an idea of potential career paths (41% in Year 2, compared with 27% in Year 1); that young people were more prepared for their career and the types of qualifications needed (47% in Year 2, compared with 29% in Year 1 and 21% at the pre stage). They also saw increases year on year in young people's understanding of how education plays a role in achieving their goals (62% agreed with this in Year 3, compared with 54% in Year 2, and 51% in Year 1).

Different sessions on different days

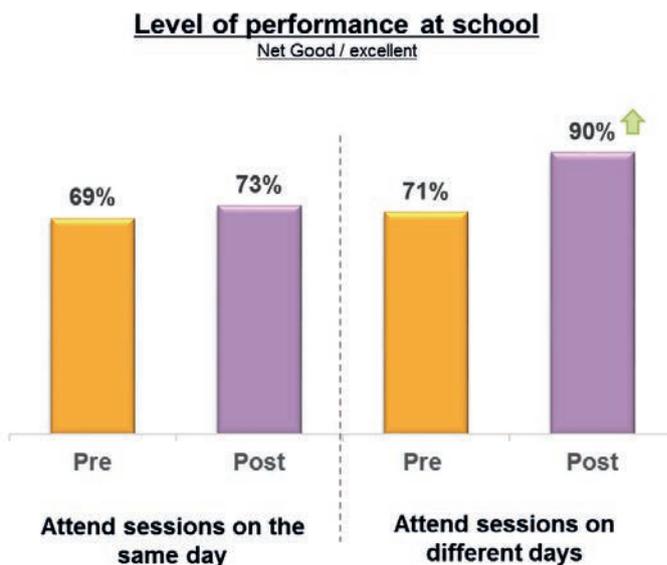
The evaluation demonstrates that holding education and sport sessions on different days has a greater impact. Those that attended sessions on different days generally had a more positive outlook towards education and learning.

This may be because if both sessions occur on the same day, sport is positioned as the 'reward' after enduring 'the chore' of the education session.



Q3. Now, thinking about school/ college/ vocational training/ work that you currently go to, how much do you agree or disagree with the following statements? Base: Attend sessions on same day 565 (pre); 440 (post); Attend sessions on different days: 235 (pre); 212 (post)

↑ ↓ = Significantly different year on year at 95%



Q4. Which of the following best describes how well you do at school in the following subjects? Base: Attend sessions on same day 559 (pre); 425 (post); Attend sessions on different days: 234 (pre); 202 (post)

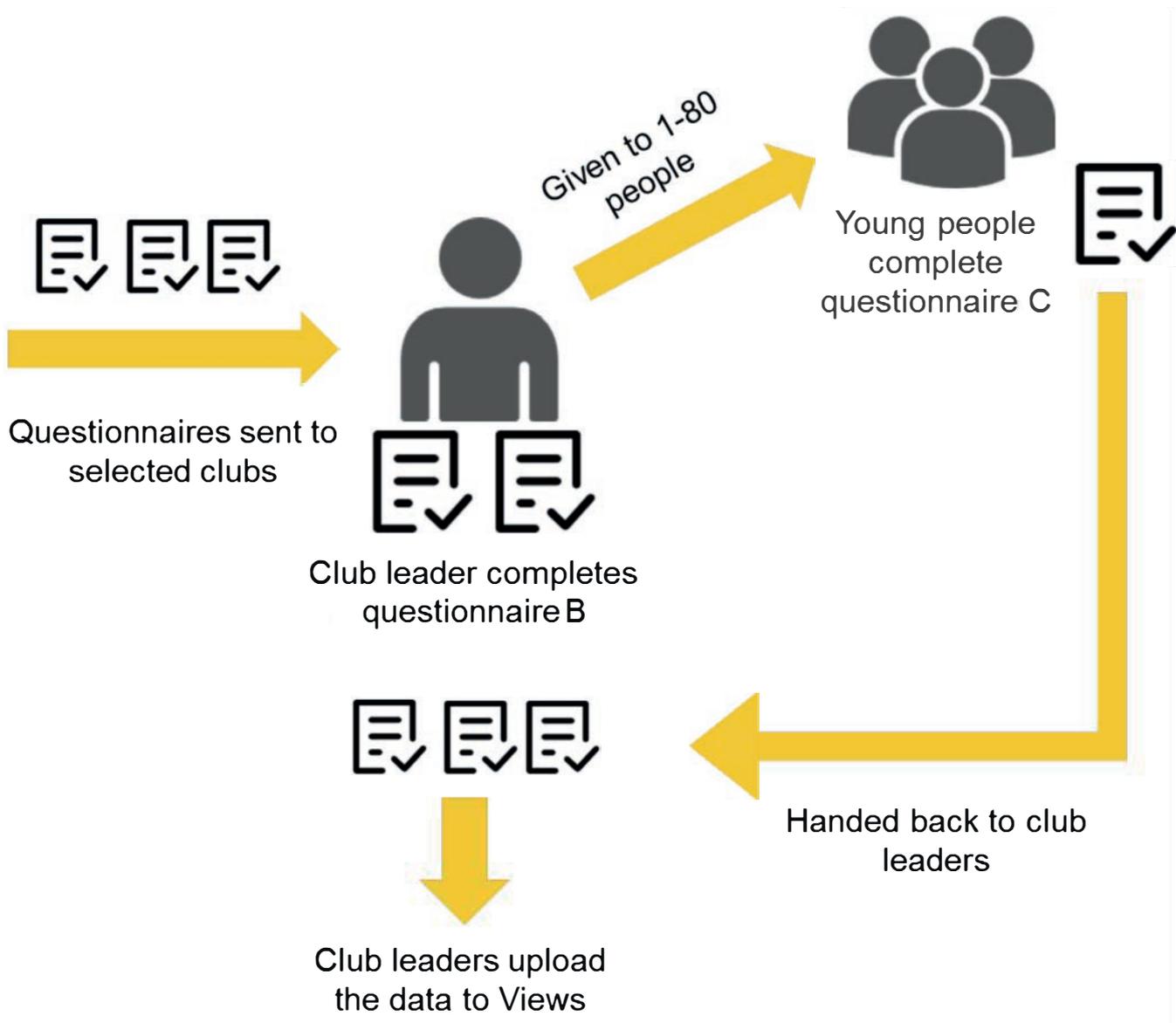
↑ ↓ = Significantly different year on year at 95%

Therefore, a strong finding from the *sporteducate* evaluation, is that having education and sports sessions on separate days seems to be beneficial in framing the education sessions more positively.

Appendix

Questionnaire distribution

The following diagram explains how pen and paper questionnaires were distributed:



Case studies

Case study 1 - The Sycamore Trust



Mission statement

Sycamore Trust U.K. offers a range of services for young people on the autistic spectrum. It is specifically designed to support families, educate the community and empower individuals of all ages to flourish and be valued members of society.

Case study overview

Sycamore Trust runs a series of youth clubs for young people on the autistic spectrum. Initially they invited the young people who they thought would most benefit into the *sporteducate* sessions. The session included a fun activity such as bowling or trampolining. Then as part of the sessions, the young people were shown something of educational value that they might find difficult to understand or learn at school (e.g. working out means, medians and modes, based on the scores they had achieved in bowling).

"Sometimes things like counting and Maths can be quite difficult. Mean, median, and averages is another one, so I took them all bowling, and based on the score of what they bowled, they did their mean, median and average. They didn't realise fully, because although they were doing the work, it was actually, 'I'm just here for a game of bowling.'"

(Sycamore Trust, Club leader)

Worksheets were then handed out at the end of the session to consolidate the learning from the activity.

"They had two games of bowling, and their worksheet was to record each of their scores on their frames, and then at the end to break it down, work out what their average score was, what their average team score was, break down things like that"

(Sycamore Trust, Club leader)

The Sycamore Trust focused on 'Academic Achievement' and 'Attendance' as those with autism often struggle with the basics of English and Maths. Once young people were more comfortable with the basics, they were more than happy to attend school.

"I'm going to get them all A grades,' I thought, 'Let's start with the basics, the adding, subtracting, the basic reading and writing skills, and then we can build up from there."

(Sycamore Trust, Club leader)

"As for the Attendance at School, I thought that went hand-in-hand, because when you are more comfortable with doing the basics, to then build on, you're more than happy to attend school."

(Sycamore trust, Club leader)

Participation in the programme has given the young people the opportunity to develop core skills, and their English and Maths has improved as they learn through playing sport. In addition, the programme has helped build their confidence, communication and team-working skills.

"It's given them a chance to learn new skills, also try things that they don't normally do. It has improved their attendance at school. It's made them able to do things that they wouldn't have had the opportunity, or actually been able to do, beforehand. It has improved their Maths and English."

(Sycamore trust, Club leader)

Case studies

Case study 2 - S-Factor Academy at Bonus Pastor Catholic School



Mission statement

S-Factor Academy inspires young people from London communities to develop their life skills and achieve their full potential through athletics and dance.

Case study overview

S-Factor is an after-school club that runs a weekly dance session throughout the year, predominantly for disaffected girls aged 12 to 16, as well as athletics sessions in the summer term.

Dance sessions are run after school by an external instructor and are used as a motivator to encourage those attending to be more engaged with their learning.

"The external instructor is here every week. Because we've had that consistency and he's very committed, that's important. If you can get that, then you're laughing, but if you can't, these things fall away."

(S-Factor Academy, Teacher)

The focus of the club is on 'Aspirations for the Future' and to make sure no young person leaves the school without going into sixth form. The club also aims to improve 'Attitude to Learning' by boosting engagement and building young people's resilience, so that they can thrive once they leave the structure of the school. The young person's teacher then complete a questionnaire to assess the young person's 'Attitude to Learning' grade, which is closely monitored by the school.

The sessions have proved to be extremely popular and by using them as a reward for complying with school policies, there has been a notable uplift in the behaviors and academic performance of the young people involved.

"We've targeted disadvantaged students and we're trying to reduce the gap in progress. We've had some real rewards"

(S-Factor Academy, Teacher)

Case studies

Case study 3 -Kinetic Foundation



Mission statement

The Kinetic Foundation is a registered charity in South London helping young people through sport into employment, education and training.

Case study overview

Kinetic Foundation runs a *sporteducate* programme in Croydon, which aims to provide a safe place for young people in the community to do their homework. Every Monday they set up a classroom for children who need help with their homework followed by either netball or football practise from 7 to 8pm. The football practise is for 14-16 year olds and has been running for three years, whereas the netball practise is for 12-16 year olds and has only been running for one year.

The programme has been incredibly popular and has encouraged a supportive team environment where young people can learn soft skills and improve their attitude to learning through sport.

"Attitude to learning, making sure that they have a positive outlook on what needs to be achieved."

(Kinetic Foundation, Club Leader)

"I'd say go in using sport as the initial hook, I wouldn't brand it as sport and education. I think you have to drip feed in the values that the sport brings with it"

(Kinetic Foundation, Club Leader)

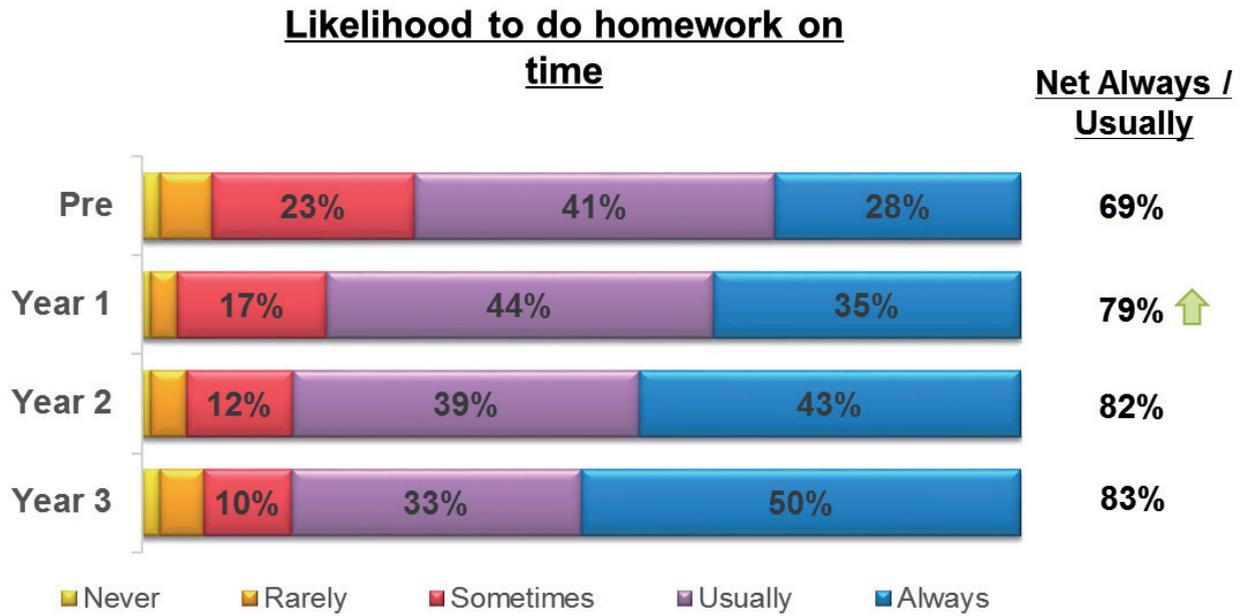
It also has geographic reach, with children as far as Lambeth and Southwark attending the sessions as word spreads through friends and social media.

The Kinetic Foundation also ran Deutsche Bank visits through the programme, where young people gained first-hand experience of a career in finance which motivated them to work hard to achieve their goals.

"We've done the Deutsche Bank visit through the Sported partners twice. Year 1 was excellent, we got to see the trading floor. We had kids go that still today want to progress into finance, and we've actually tried to work with Sported as well in making sure that these kids have more of an experience."

(Kinetic Foundation, Club Leader)

Young people Data

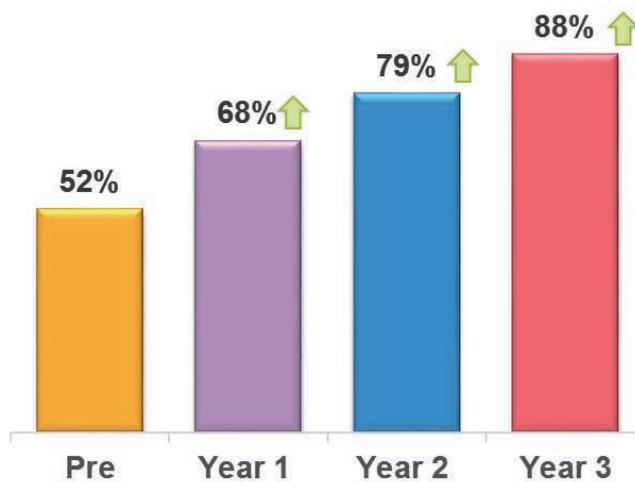


Q5/6. From the sentences below please insert the word that best describes you in each instance. Base: 833 (pre); 530 (year 1); 141 (year 2); 60 (year 3)

↑ ↓ = Significantly different year on year at 95%

I feel comfortable in new situations

% Always/Usually

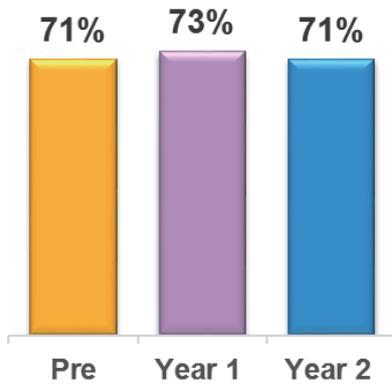


Q6/Q7. For each sentence below, please insert the word that best describes you in each instance. Base: 865 (pre) 566 (year 1) 150 (year 2) 64 (year 3)

↑ ↓ = Significantly different year on year at 95%

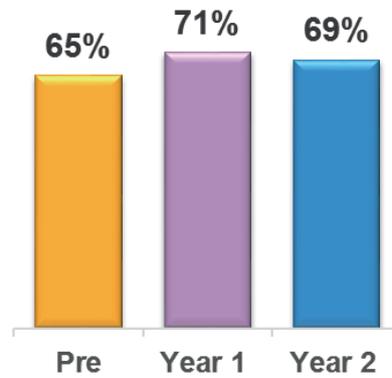
Having a job with a with a high income is important to me**

% Agree (8 – 10)



Having a job or career with good job security is important to me**

% Agree (8 – 10)



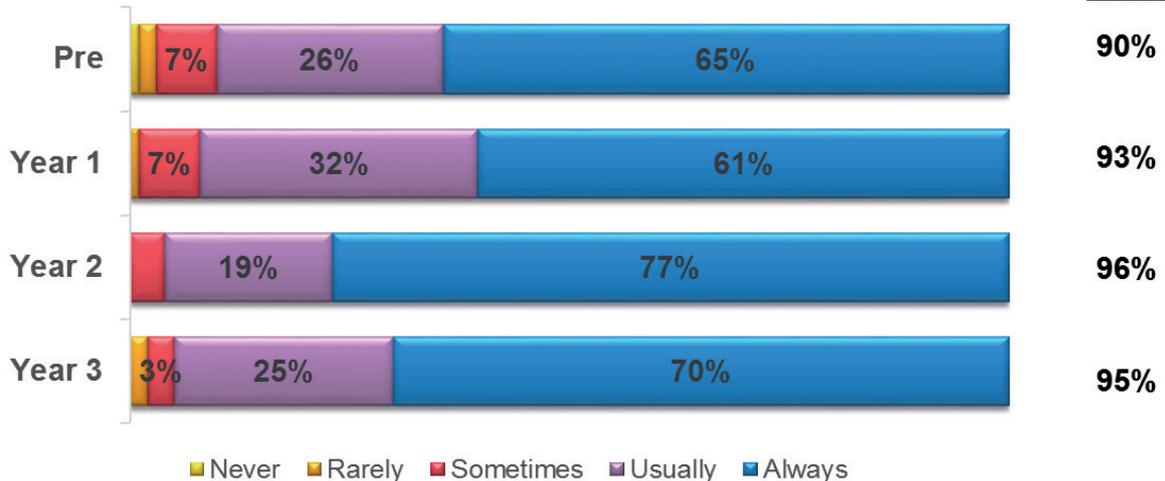
**Only asked to those aged 15-18

Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements? High income Base: 254 (pre); 211 (year 1); 51 (year 2). Job security Base: 261 (pre); 217 (year 1); 52 (year 2). Year 3= base too low to analyse

↑↓ = Significantly different year on year at 95%

Always attends school

Net Always / Usually



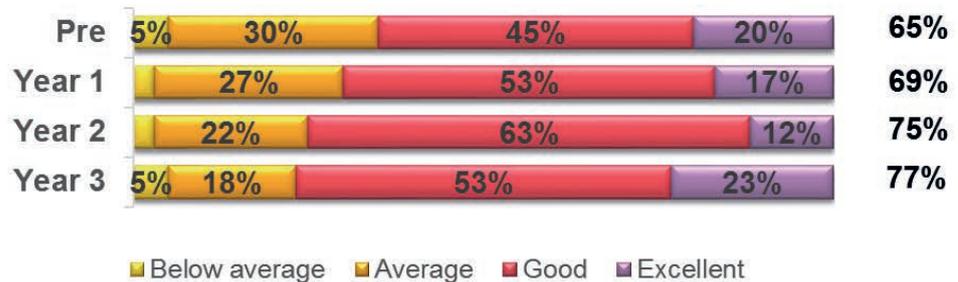
Q5/6. From the sentences below please inset the word that best describes you in each instance Base: School 839 (pre); 554 (year 1); 149 (year 2); 64 (year 3). Club Base: 831 (pre); 566 (year 1); 150 (year 2); 64 (year 3)

↑↓ = Significantly different year on year at 95%



Level of performance at school

Net Good / excellent

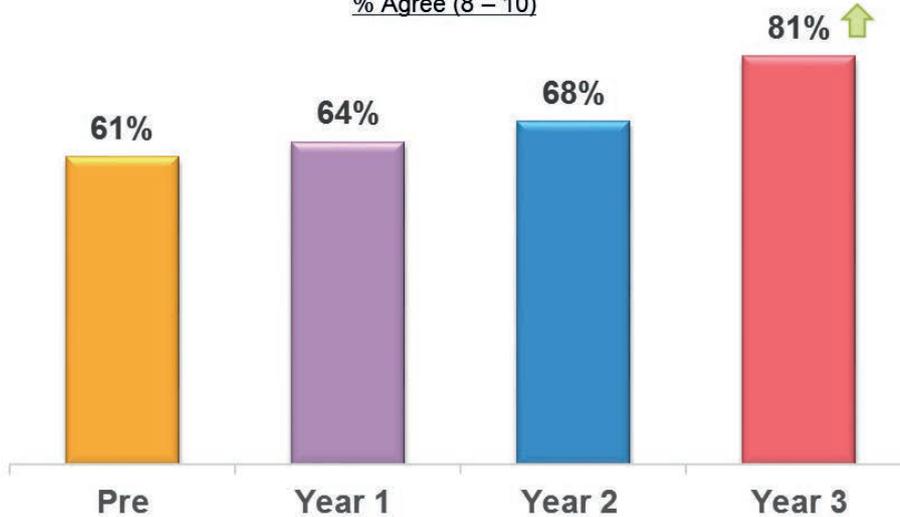


Q4. Which of the following best describes how well you do at school in the following subjects? Base: English 823 (pre); 516 (year 1); 139 (year 2); 60 (year 3)

= Significantly different year on year at 95%

Enjoyment of learning

% Agree (8 – 10)

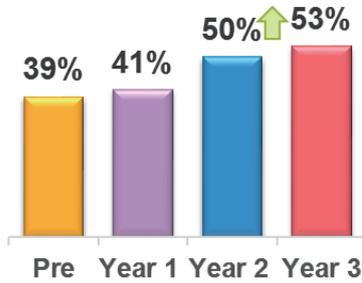


Q3. Now, thinking about school/ college/ vocational training/ work that you currently go to, how much do you agree or disagree with the following statements? Base: 858 (pre); 568 (year 1); 150 (year 2); 64 (year 3)

= Significantly different year on year at 95%

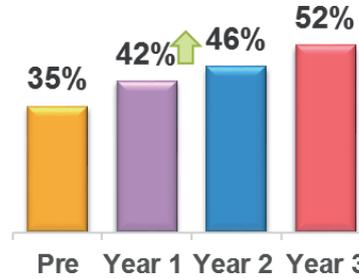
I like Maths class

% Agree (8 – 10)



I like English class

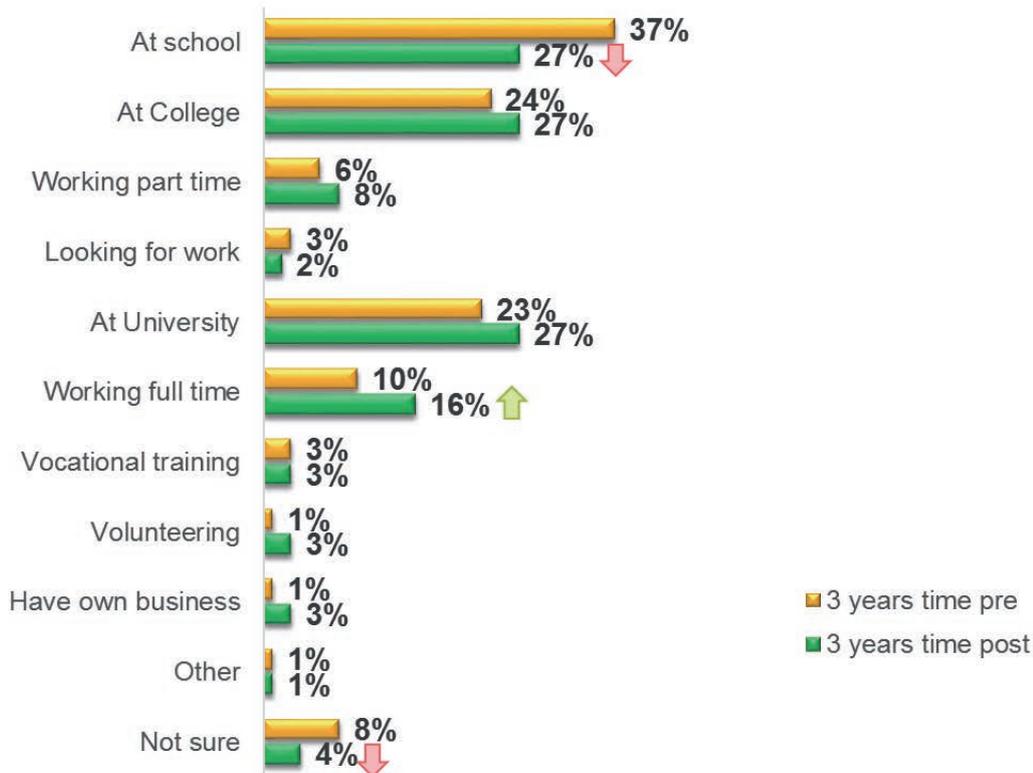
% Agree (8 – 10)



Q3. Now, thinking about school/ college/vocational training/ work that you currently go to, how much do you agree or disagree with the following statements? Base: Maths 828 (pre); 518 (year 1); 131 (year 2); 60 (year 3). English 822 (pre); 517 (year 1); 130 (year 2); 60 (year 3)

↑ ↓ = Significantly different year on year at 95%

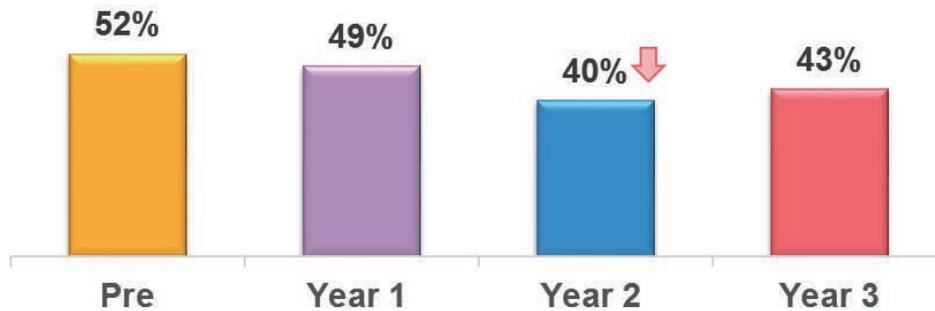
Where young people envisage being in 3 years time



↑ ↓ = Significantly different pre vs post at 95%

Q2. In 3 years time I will be... Base. Pre 625; Post 526

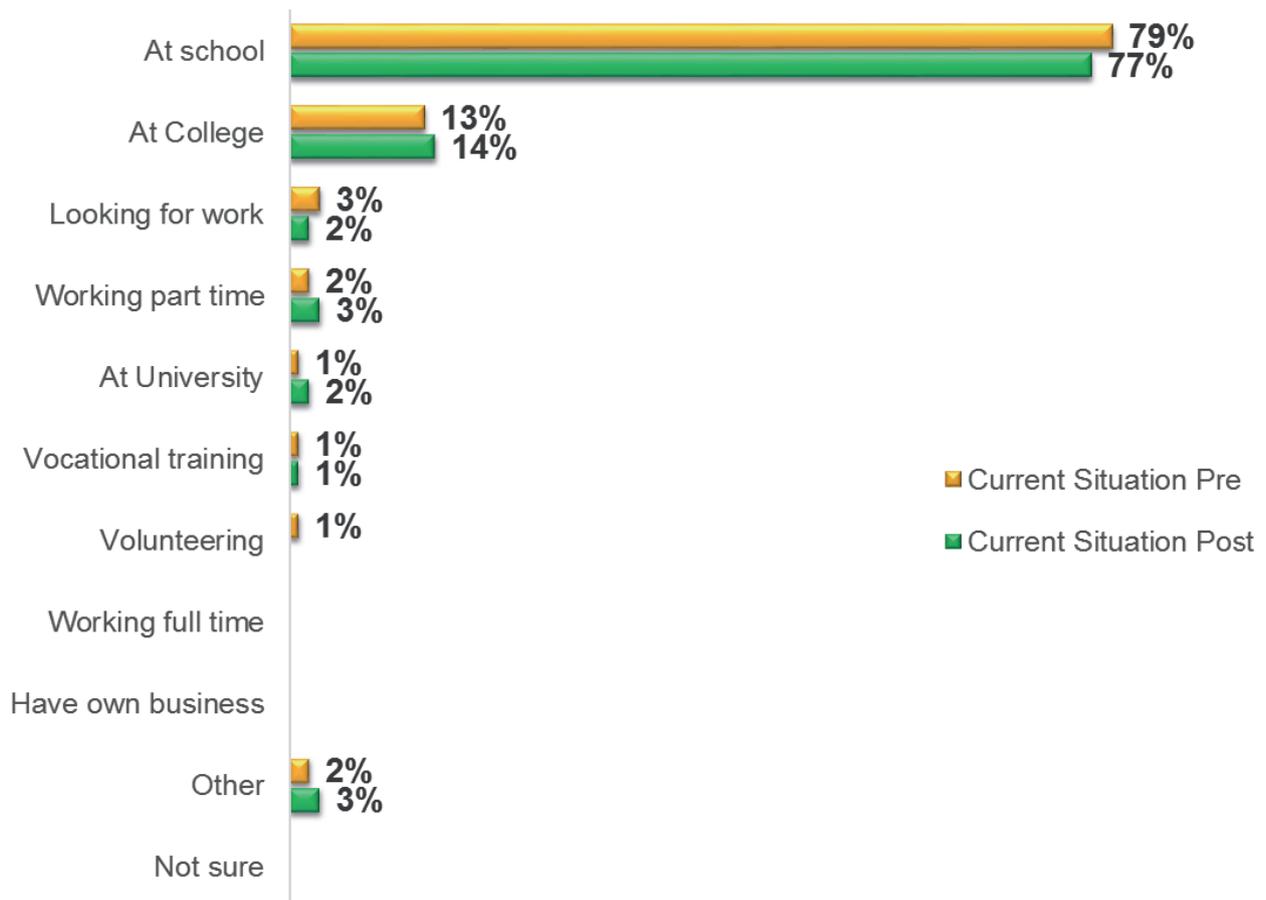
I think I can get better grades than I currently do
 % Agree (8 – 10)



Q3. Now, thinking about school/ college/vocational training / work that you currently go to, how much do you agree or disagree with the following statements? Base: 839 (pre); 536 (year 1); 146 (year 2); 61 (year 3)

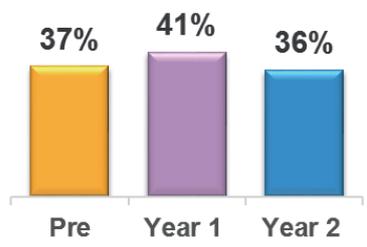
↑ ↓ = Significantly different year on year at 95%

Current situation of young people part of sporteducate

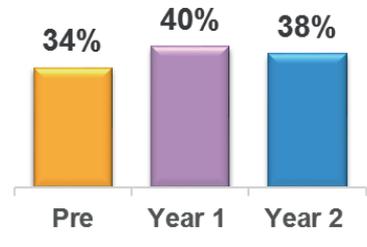


Q1. I am currently... Base. Pre 625; Post 526

Interested in starting my own business in the future**
 % Agree (8 – 10)



Good idea of knowledge or skills required to start a business**
 % Agree (8 – 10)



**Only asked to those aged 15-18

Q7/Q8. Now, thinking about the future, how much do you agree or disagree with the following statements?
 Base: Interest in starting business 339 (pre); 204 (year 1); 50 (year 2). Knowledge of skills Base: 333 (pre); 200 (year 1); 50 (year 2). Year 3= base too low to analyse

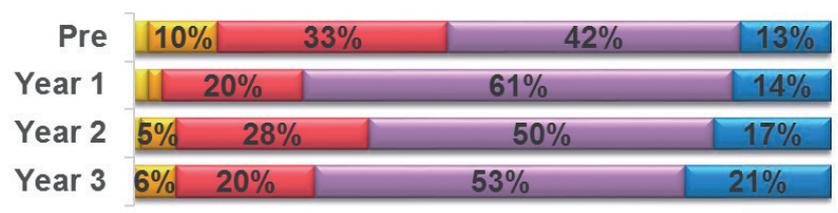
↑↓ = Significantly different year on year at 95%

Level of performance at school

Net Good / excellent



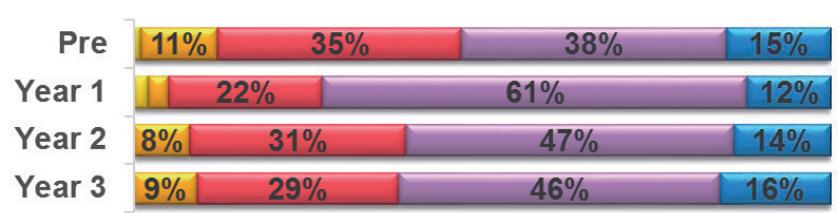
School in general



55%
 76% ↑
 66% ↓
 74%



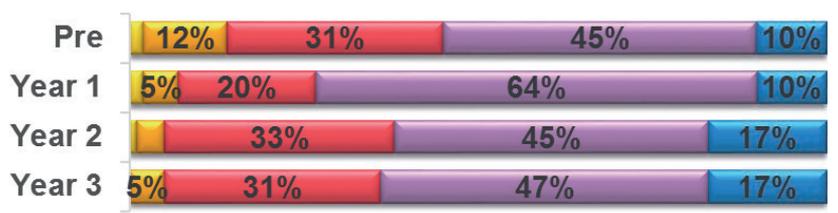
Maths



53%
 73% ↑
 61% ↓
 62%



English



55%
 74% ↑
 62% ↓
 64%

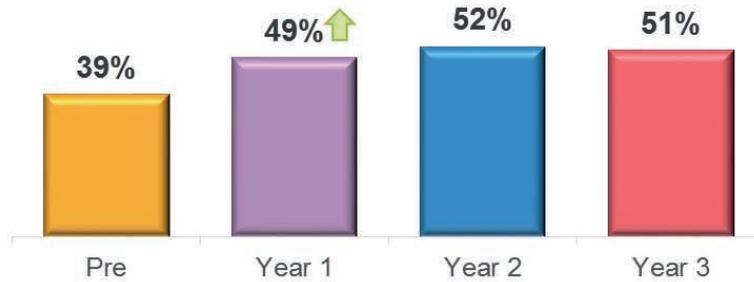
Very poor Poor Average Good Excellent

Q2. based on any feedback you have had from parents / guardians or teachers, which of the following best describes how s/he performs at schools? Base: In general 389 (pre); 140 (year 1); 151 (year 2); 89 (year 3). Maths 334 (pre); 125 (year 1); 135 (year 2); 82 (year 3). English 334 (pre); 121 (year 1); 135 (year 2); 83 (year 3)

↑↓ = Significantly different year on year at 95%

Willing to discuss plans

% Agree (8 – 10)



Q6/Q8. To what extent would you agree or disagree that the person you are thinking about...
Willing to discuss plans: Base: 675 (pre); 301 (year 1); 345 (year 2) 240 (year 3)

↑ ↓ = Significantly different pre vs year 2