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SKILLS FOR YOUTH
THROUGH SPORT

Skills for You(th) through Sport HANDBOOK





Index

Sport’s contribution to skills development and employability	3
Categorization of sport-based youth development programmes	4
NEETs’ barriers to education, employment or training	5
Challenges of sport-based interventions	6
Checklist for developing your intervention	7
Funding and resources	9
Call for action	10
SK4YS good practices	11



Introduction

Skills for You(th) through Sport, known as the SK4YS project is a transnational initiative gathering various stakeholders with strong expertise and interest in skills development in and through sport. The initiative has been designed to raise awareness on soft skills and competencies gained through sport and to build the capacity of sport and youth organisations to implement sport-based youth development programmes. Additionally, the project aims to increase recognition of transferable skills that sport can develop for young people – especially those not in employment, education or training (NEETs).

This handbook was developed for representatives of youth and sport organisations, coaches, trainers and youth leaders on topics related to soft skills development through sport, the contribution of sport and physical activity to key competences and developing sport and employability programmes for disadvantaged young people.

It aims to raise awareness about these sport-based interventions and to provide practical advice for planning similar initiatives.

The project was developed in the frameworks of the Erasmus+ programme. During its implementation phase, the partners mapped the field of Sport Plus and Plus Sport initiatives to identify best practices all over Europe.

Partners of this transnational project are:

- ENGSO Youth (SE) – Project Lead
- Oltalom Sport Association (HU)
- Budapest Association for International Sports (HU)
- European Observatoire of Sport and Employment (FR)
- Cyprus Youth Council (CY)
- EUSA Institute (SL)

This two-year project built on a cross-sectoral approach of sport, youth, employment and education policies of the European Union and on the outcomes of the Study on the contribution of sport to the employability of young people in the context of the Europe 2020 strategy. One of Europe 2020's flagship activities is its agenda for new skills and jobs designed to assist labour market transitions.

Sport-based education programmes to facilitate upward social mobility for disadvantaged young people have been undertaken in several European countries, supported by a transnational social agenda and national and local social inclusion policies. These initiatives address the cultural, social and educational challenges young people face when making the transition from education and training to the labour market.



Sport's contribution to skills development and employability

Sport and physical activities **have a direct link with skills and competences development and therefore with employability**. Youth sport is a popular and valued social activity and adolescents are generally motivated to engage in physical activity regardless of their social status and economic situation. Participation in organised sports represents a unique opportunity for young people to develop transversal skills, whereas the social network gained through participation in sports can positively influence their future employment opportunities.

Sport can enhance **competences and skills that are necessary for successfully dealing with the complex realities of life**. Therefore, young people with improved soft skills and enhanced goal setting, problem solving, and positive-thinking abilities are more likely to achieve a smooth transition from the school environment to employment and benefit from a successful career.

It is important to mention that sport practice in itself is only one component to enhance transversal skills, but other aspects of sport can contribute to personal development. As an example, **an important aspect of sport is volunteering**. The last special EU-barometer for sport and physical activity (published in 2018) mentions that 6% of the European population engage in volunteering activities. The benefits of volunteering are also evident from an educational perspective - volunteering is central to enabling young people to develop a civic sense and an understanding of their rights and responsibilities within their community.

In sport practice, soft skills are similar to physical skills in the way they are learned, through demonstration and regular engagement in sport and physical activities. **Soft skills gained through sport are strong and generally sustainable, they are transversal** which means that young people can take advantage of these skills in other activities or sectors.

There are various skills that sport and sport-based programmes can develop, depending on several aspects such as the sport utilized and the applied educational method. It is extremely difficult to list them all but it is possible to classify them into different categories.

Soft skills and competences include:

- behavioural (communicating effectively, having a high level of motivation, leadership, etc.);
- cognitive (making effective decisions, having a strategic vision, etc.);
- interpersonal (working with people from different backgrounds, conflict management, group cohesion, etc.);
- intrapersonal (being self-aware, abnegation, surpassing oneself, etc.).

Most common answers to the question “which transversal skills can be developed through sport?” are the abilities to perform under pressure, solve problems, meet deadlines and/or challenges, set goals, communicate, handle both success and failure, work in a team and within a system, and receive feedback and benefit from it.



Transversal skills are general skills that are context and content free. They can be acquired through sports and can be applied to other areas of participants' life and to other non-sport careers. An example of a transversal skill is **tenacity**. Young athletes and participants can learn tenacity and demonstrate hard work on and off the field which they can use in a new career in business when they retire from sport. Tenacity can lead to domain-specific skills such as successful negotiation and management skills.

In general, **transversal skills enable youth to succeed in different environments** and are therefore **extremely useful in the labour market**. Young people involved in organised sports are able to learn a wide range of soft skills that benefit their physical, social, affective and cognitive development.

Categorization of sport-based youth development programmes

A number of organisations and institutions regard sport as a key attraction and a unique, activity-based, learning environment for children and young people. Youth work orientated programmes that simply use sport and physical activity **to attract participants** are often referred as **Plus Sport** initiatives, while programmes in which sport is viewed as an **activity-based learning medium** and is complemented by other, more formal, educational components are classified under the broad category of **Sport Plus**. Sport Plus programmes are strongly participant focused, delivered via a diagnostic, youth work approach with a degree of adaptation to meet individual needs.

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

Sport Plus 1: Such programmes are based on the use of sport for **relationship building and for the**

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

Sport Plus 2: Such programmes also use sport to establish positive relationships, but there will be **mutually reinforcing relationships between sports participation and social skill workshops**: the issues dealt with in workshops **are illustrated and formally re-enforced via sports practice**. Here there is a more systematic emphasis on the relevance of all activities to employability. They have a **stronger employability, or even employment, focus** by addressing issues of educational underachievement, promoting volunteering systematically as a learning environment, facilitating some work experience and providing assistance with CV writing and interview techniques.

More detailed information on the Plus Sport and Sport Plus approaches can be found in the [Study on the Contribution of Sport to the Employability of Young People in the Context of the Europe 2020 Strategy \(2017\)](#).



NEETs' barriers to education, employment or training

Primary beneficiaries of sport-based development programmes are often young people who are **not in education, employment or training**. NEETs predominantly come from **financially deprived backgrounds** and are persistently affected by **inadequate housing conditions, malnutrition, poor mental and physical health, lack of parental guidance, poor educational attainment and negative peer pressure** which leads to displays of **antisocial behaviour**. The cumulative effect of these childhood experiences is detrimental towards academic achievement, skills development and employment.

NEETs experience ill-developed levels of physical literacy (e.g. poor motor skills) from an early stage in their lives - as they progress to adolescence, **their physiological, mental and academic development is severely affected**. In many cases, NEETs suffer from Attention Deficit Hyperactivity Disorder (ADHD), thus concentration for a longer period of time might be a challenge for them. In addition, due to the lack of appropriate parenting, proper sexual education is missing from their teenage years, thus early pregnancies and early abortion are more prevalent - these affect not only girls, but also boys who become parents at an early age. Missing parenting skills among these youth therefore produces a high possibility of transmission of their respective conditions to their children, especially amongst the girls. **Anti-social behaviour, substance abuse and instability in the housing and family situation** can also be mentioned as the characteristics of the target group. Due to the above mentioned characteristics, they are also at a higher risk of committing crime.

As a consequence of being exposed to poor parenting skills from an early age, young people might go through **parentification** since they become first carers in their respective families thus not having time or the energy to focus on their studies when there is the time for it. This fact has a **negative impact on their academic achievements** and defines their later possibilities of further education and prosperity in the job market. Young participants with **refugee and migrant backgrounds lack social contacts with the host society** thus they feel isolated and miss the guidance of first carers that is especially needed in their developmental period they are in.



In extreme cases, target beneficiaries have been exposed to distressing events and hardship from an early stage in their lives, leading to them being diagnosed with ASD or PTSD. To alleviate symptoms associated with these disorders, sport-based programmes should include **a preliminary assessment of participants' mental state and create a bespoke plan that addresses the specific characteristics of their individual mental health condition**.

Academic studies showed that participating in organised sport activities promote the **development of essential social and individual skills**. Furthermore, team sports have a therapeutic effect for isolated, at-risk people who might suffer from PTSD. Thus during planning and organising programmes addressing the special needs of the target group is essential in order to achieve the highest possible effect. Due to the fact that in many cases participants **lacked the regularity and stability in their life**, programmes that aim to develop their skills should be run on a **stable and regular basis**, offering them security.

In addition, due to the often disrupted lives, a **clear outline of framework, roles, rules and rights are crucial for a successfully run programme**. Since in many cases there are representatives of **minority groups with a cultural background that differs from that of the majority of the society**, their specific characteristics should be taken into consideration. For instance in some countries it is not usual for males and females to do activities together, thus in delivering activities

for people arriving from such cultures, gender based separation or a gender specific social worker/coach/trainer should be available when running the project.

Challenges of sport-based interventions

Organisers of Sport Plus and Plus Sport projects often interact with vulnerable participants and best practice dictates that it is essential to conduct a **preliminary risk assessment** which **maps out possible risks and challenges** that can occur during implementation.

In many cases, sport programmes achieve their intended outcomes when they **are delivered in the vicinity of their beneficiaries or in places beneficiaries are familiar with** (e.g. playgrounds, schools, community centres, sports halls in the residential neighbourhoods). Service providers should be aware that, on occasion, they might cross paths with existing local organisations and institutions who have a long-standing relationship with their communities. From a reputational perspective, these institutions might be reluctant to engage with new organisations/programmes and therefore, it is **advisable to make contact with local decision makers and representatives of the community, gain local insight, and build a programme that is in line with local demand.**

Initial engagement of participants is another challenge for such programmes therefore the above mentioned contact making and cooperation efforts are crucial steps in order to successfully run a project.

Engagement is better supported when the programme addresses the **genuine needs of the target groups and is tailored to their interests.**

As stated previously, NEET participants might lack regularity in their life. Thus, **dropouts and irregular attendance** can be mentioned as main challenges organisers have to face quite frequently.

Amongst other challenges that Sport Plus and Plus Sport initiatives might have, **liquidity and secure financial backgrounds** should be mentioned as well. The grant funding landscape is extremely competitive and it often comprises small donations covering, on average, between 6-12 months of project delivery costs. Without a doubt, small donations are extremely valuable for lifting a project off the ground however, **due to the restricted time frame of most grant funding agreements, civil organisations with limited financial resources struggle to deliver their programmes beyond the funding period.** Consequently, civil organisations are often unable to showcase the long-term impact and sustainability of their interventions.



Checklist for developing your intervention

Planning

In order to carry out a successful project, the sport-based interventions should be **planned and developed strategically**. The project plan should be simple, concise, allow for flexibility and set out the **main phases, activities and tasks needed** to deliver the project, should define the **timeframe and resources** needed, allocate **people responsible for each activity** and set relevant **milestones**. Some of these elements are also described below. In order to have a comprehensive understanding and evaluation of the initiative, assessment according to the **Logic Model, Theory of Change and/or SWOT** analysis is highly recommended.

Objectives

The projects and activities should start with a **thorough needs analysis** and be aimed at **specific objectives**: where we are at, where do we want to go, what we will do and why will we do that are key questions you have to ask ourselves. **Clearly defined objectives** will guide you through the project and **help you set priorities**.

Partnerships

In order to reach optimal results, **define key stakeholders** and think about which organisations and entities you can involve to have a bigger reach and impact. Consider **potential synergies**, and **start with your existing network** of contacts, but also do not be afraid to **contact other potential partners** (e.g. local youth groups, schools, NGOs, sport organisations, support lines, municipalities, reform institutes, etc).

Inclusion of target groups

Try to **include the target groups in all the phases of the process** (initiation, planning, execution, control and evaluation, closing and reporting). The level of input of your target groups may fluctuate across different stages, but nevertheless **projects are likely to be more sustainable with their direct involvement**. In order to implement the activity in a way that is suited best to the target groups, **assessment of their needs can**

be carried out via questionnaires, through interviews and/or focus groups.

Supporters and funders

Your activities will most likely require a **delivery venue** (sports hall/pitch) in close proximity to the target group, **sessional coaches and staff** (paid or volunteers) to run activities, and **financial/in-kind support** from your partners - with more donors/supporters involved, you are more likely to achieve a bigger impact in your community.

Promotion and communication

Perhaps your marketing budget is limited or your participants are mainly recruited through referrals however, regardless of the scale of the project, your promotion and **communication plans should match your ambitions and should be adapted according to the needs of your target beneficiaries**. If your project involves a substantial number of participants, then it is especially important to **cooperate with local/national media outlets and with your network of partners**.

Closure

After the project's activities conclude, it is important to know that work still needs to be done. **Reporting** (to the community, funders, partners and general public), completing financial and other obligations, and archiving materials are essential elements of the work. Closing the project also includes **final evaluation**, noting the **lessons learned** and recognising the work of the core team, volunteers, as well as the partners and stakeholders.



Tips

Find samples of project plans to help you, and/or use online resources and tools:

- <https://thedigitalprojectmanager.com/project-plan-guide/>
- <https://www.wordtemplatesonline.net/swot-analysis-template/#swot-templates>
- http://templatelab.com/logic-model/#Logic_Models_Examples
- <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/>
- https://www.betterevaluation.org/en/resources/guide/theory_of_change



Funding and resources

Fundraising

Fundraising is the process of asking for contributions from individuals, companies, grant-making organisations such as trusts and foundations. Nonprofits can fundraise through a variety of digital and traditional communication methods. From asking local businesses and organisations for donations or support to running an online fundraising campaign, there are a number of strategies that an organisation or a group of young people can implement.

Find out more about fundraising:

<https://doublethedonation.com/tips/nonprofit-fundraising/>

Fundraising ideas for sport organisations:

<https://blog.fundly.com/fundraising-ideas-for-sports-and-teams/>



Erasmus+ Youth and Sport Actions

Erasmus+ is the European Union programme for education, training, youth and sport. The current programme runs from 2014 to 2020, and the new programme will be in force between 2021 and 2027, with organisations invited to apply for funding each year. It is expected that the upcoming programme will involve sport-based individual mobility projects that can support the learning mobility of coaches, sport staff and volunteers.

The current Erasmus+ program aims to modernise education, training and youth work across Europe.

It is open to education, training, youth and sport organisations across all sectors of lifelong learning. Through the opportunities offered by Erasmus+, youth and sport organisations can develop and deliver projects benefiting disadvantaged youngsters.

Education through sport (ETS) is a rapidly developing methodology in youth work that aims to adapt sport and physical activity exercises to the objectives of the planned learning process. ETS can be utilised as the methodology of Erasmus+ youth and sport projects that can support disadvantaged youngsters to develop their transversal skills.

Learn more about the Erasmus+ opportunities here:

https://ec.europa.eu/programmes/erasmus-plus/opportunities_en

Find out more about Erasmus+ Sport actions:

https://eacea.ec.europa.eu/erasmus-plus/actions/sport_en

European Solidarity Corps

The European Solidarity Corps is the European Union's initiative which creates opportunities for young people to volunteer or work in projects in their own country or abroad that benefit communities and people across Europe.

With the support of the European Solidarity Corps, you can realise your own sport-based initiative targeting disadvantaged youngsters or you can apply for various sport-based volunteering activities in different countries all over the world!

More information: https://ec.europa.eu/youth/solidarity-corps_en

Call for Action

The SK4YS partnership believes that sport has a **strong potential as an educational tool**, capable of facilitating the development of certain attributes and skills needed to achieve personal success on and off the field. As it is demonstrated in this manual, **participation in sport-based development programmes can improve youngsters' educational attainment and skills development** including **cooperation, leadership and self-esteem** – contributing to their overall well-being and future employment prospects.

However, we need to take action now!

According to the EU's official statistics¹ in 2017 **22.4% of the EU population** were at risk of **poverty or social exclusion** – this includes **24.9% of all children** in Europe! **9.3% of Europeans** live in households where no one has a **job**. In 2017, severe material deprivation in the EU **was more than twice as high for non-EU citizens** (17%) compared to foreign EU citizens (6%) or EU nationals (7%).

Sport and youth organisations across Europe should

- **raise awareness** about the educational potential of Sport Plus and Plus Sport interventions;
- **advocate** for the better inclusion of sport in non-formal education, training and skills development;
- **involve** youngsters from disadvantaged backgrounds, especially those not in education, employment or training;
- **invest more** in the education of coaches and mentors dealing with youngsters from disadvantaged backgrounds;
- **build strong partnerships** with academia, for-profit companies and governments.

Let's raise the profile of sport
as a valuable tool
for skills development
and education!

¹<https://ec.europa.eu/social/main.jsp?catId=751&langId=en>

SK4YS Good Practice #1



Title and leader organisation	Sport 4 Life NEETs programme Sport 4 Life UK
Target group	Sport 4 Life's NEETs programme targets young people who are not in education, employment, or training (NEETs). It operates in one of the most deprived areas of Birmingham mainly involving young people from diverse ethnic backgrounds.
Sports	Sport 4 Life UK provides the opportunity for young people to prepare for and move into sustained education, employment, or training by improving their employability and key life skills, through its sports-themed personal development services, such as football and indoor multi-sports.
Category	Plus Sport
Location	Birmingham, UK
Short story	Founded in 2006 as a small community project in the ward of Ladywood, Sport 4 Life UK has developed into the leading sport for employment charity in the West Midlands. In 2018/2019 only, the organisation engaged with over 960 young people and helped them gain valuable life skills through sports.
Skills	The NEETs programme begins with an intensive 5-week employability and personal development programme and focuses on developing young people's skills so they are ready for the job market through a variety of personal development activities, such as CV writing, job interviewing, job searching and gaining accredited qualifications.
Impact	According to the 2018 impact report measured through an evaluation framework developed by the University of Wolverhampton, Sport 4 Life UK has reported the following achievements: • 255 out of 460 young people completed the NEETs Programme • 322 young people transformed at least one life skill • 249 young people progressed from NEET to EET • 306 young people gained at least one accredited qualification
Risk factors and key challenges	According to the founder and CEO of Sport 4 Life, Tom Clarke-Forrest, in mixed-gender programmes, some young women were slightly alienated by some of the guys in the group and were adversely affected. Sport 4 Life wants to increase the level of impact on girls and see a difference in programmes tailored specifically for them.

Lessons learned

Most NEET young people are NEET for the long-term. This has significant consequences, with being long-term NEET linked to poorer health and employment outcomes decades later. Sport4Life UK works hard to respond to these challenges by preventing young people from becoming NEET in the future, supporting newly-NEET young people quickly into EET and avoiding them getting 'stuck'.

Website – Social media

<https://www.facebook.com/Sport4LifeUK/>

<https://twitter.com/Sport4LifeUK>

<https://www.linkedin.com/company/sport-4-life-uk/>

<https://www.youtube.com/channel/UCb-txDhXhJeTexiYud4p4CA>

<https://sport4life.org.uk/>



SK4YS Good Practice #2



Title and leader organisation	GAME Denmark Playmaker programme
Target group	The target group of GAME mainly involves disadvantaged and hard to reach youngsters coming from vulnerable groups (e.g. ethnic and cultural minorities).
Sports	Sports utilized are mainly urban street sports such as Street Soccer, Parkour, Street Basket, Street Dance, Crossfit.
Category	Sport Plus
Location	Denmark: Copenhagen, Esbjerg, Viborg and Aalborg. GAME also operates in different European (Lithuania, Italy) and non-European countries (Jordan, Lebanon and Somalia).
Short story	GAME is a top 200 NGO founded in 2002 with a mission to create lasting social change through youth-led street sports and culture. GAME establishes innovative facilities and educates youth-leaders as instructors and role models in street sports and civil society for bridging divides and overcoming conflicts.
Skills	GAME trains local youth to become volunteer GAME Playmakers. The training prepares young people to lead weekly practices in street sports and street culture events. Empowerment, life skills, teamwork and gender equality is part of the Playmaker training. GAME Playmakers act as role models in underserved, marginalized communities and they are an important part of the social change that GAME works toward. The key skills obtained via sport practice involve: cooperation, teamwork, patience and communication.
Impact	According to the annual report (2018) of GAME they educated no less than 632 young role models. GAME has been testing an un-bureaucratic method of “moving money fast from desks to the streets” with micro grants for street sports communities across Denmark. It has sparked a remarkable number of innovative street sports projects and invited more children and youth into sports communities with an impressive attendance of 152 404 in 2018.
Risk factors and key challenges	The main challenge is how to keep young people involved in sport activities. According to the experience of GAME, youngsters are engaged for a maximum of 3-4 years than they “outgrow” the activities. It’s also important to have a team of reliable people who run the activities and have close links to the target group. Playmakers also need a lot of support. Another considerable challenge is the so-called double target group: under-resourced youngsters vs very good students. Moreover, the lack of monitoring mechanisms can impact how the programmes are developed. In terms of the facilities the need for changing facilities was mentioned.

Lessons learned

- 1, The most important factor of sport-based development programmes is **FUN**
- 2, **Listening to the youngsters** you work with is crucial!
- 3, A lot needs to be invested in **advertising and marketing** sport based development programmes

Website –

<http://gamedenmark.org/>

Social media

<https://www.facebook.com/GAMEInternational.ngo/>



SK4YS Good Practice #3



Title and leader organisation	Leadership Development Programme Peace Players Cyprus (PP-CY)
Target group	PP-CY has a Leadership Development Programme (LDP) that focuses on equipping youth participants, aged 15 and above with life skills such as effective communication, teamwork and empathy.
Sports	Basketball
Category	Sport Plus
Location	Cyprus
Short story	Cyprus has been physically divided by a UN Buffer Zone since an inter-ethnic conflict between Greek and Turkish Cypriots, followed by a war with Turkey in 1974 split the island into separate communities. PeacePlayers – Cyprus (PP-CY) is part of a global network of PeacePlayers basketball for reconciliation programmes that operates internationally on the premise that “children who play together can learn to live together.” PP-CY was founded in 2006. As a locally led, independently registered charity it uses basketball to allow 8 to 18 year old Greek-Cypriot and Turkish-Cypriot boys and girls to play together, learn together, and build positive relationships that overcome generations of mistrust.
Skills	The specific objectives of the LDP include: Leadership Development – This component of the programme focuses on training the participants on civic engagement, multiculturalism, respect, community development and cooperation, peace education and the importance of democracy. Youth Engagement – inspiring young people to become active citizens within their communities.
Impact	Year-over-Year • The percentage of participants willing to attend the same school as the “other side” increased from 49% to 73% • The percentage of participants willing to play sports or activities with the “other side” increased from 81% to 90% • 90% of participants are willing to make friends with the “other side” • 90% of participants are confident in their leadership skills

Risk factors and key challenges

Because perception change is sped by increased interaction, PeacePlayers-Cyprus should facilitate as much as possible the same youth seeing each other repeatedly and over time. Increasing contact with the participants' parents is also considered helpful to overcome concerns and nervousness.

Lessons learned

Using non-formal education tools and techniques the participants have the opportunity to learn from each other and be educated in leadership and conflict resolution skills, which they would not have learned otherwise.

Through this opportunity they have the chance to come together play basketball together in the same team and be part of an integrated structured program that developed their leadership skills and capabilities.

Website – Social media

<https://www.facebook.com/PeacePlayersCyprus>

<https://www.peaceplayers.org/about-ppi/>

https://www.instagram.com/peaceplayers_cy/



SK4YS Good Practice #4



Title and leader organisation	Doorstep Sport Clubs (DSCs) Street Games UK
Target group	Disadvantaged 14-25 years old youngsters who, typically, are not members of any other sports club. Many of them are NEET youngsters.
Sports	Over 40 sports are played in DSCs including football, dodgeball, handball, table tennis, basketball, badminton, cricket, swimming and break dance.
Category	Sport Plus
Location	England and Wales
Short story	StreetGames was formed in 2007. In 2013, Sport England granted StreetGames £20m to support 100 000 disadvantaged young people to participate in sport in 1000 new-style Doorstep Sport Clubs.
Skills	Through Doorstep Sport, StreetGames teaches a whole host of valuable skills – including teamwork, communication, respect, patience and improved self-confidence . The organisation's successful volunteering programme further develops these traits into winning leadership skills – emboldening young people to develop their peers, organise social activities, and speak confidently in large groups.
Impact	Through the “Youth Outcomes Star” impact assessment tool StreetGames continually monitors and evaluates participant numbers and profiles, as well as attendance on the DSC programme. Between 2013 and 2017 the DSCs were attended by 102 278 participants. The DSC programme has engaged 38 239 (34%) female participants. The levels of engagement of Black and minority ethnic young people has consistently been above target (26%). Of all the full-time placements that have been completed since 2013, 81% volunteers moved onto another positive opportunity.
Risk factors and key challenges	Family conflict or breakdown, family history of alcohol and drugs, peer pressure, neglect or abuse, low income, unplanned pregnancy, low self esteem.

Lessons learned

Five rights of StreetGames and Doorstep Sport Clubs: at the **right time, right people for the right price, in the right place and right style!** In order to provide long term, sustainable interventions **reliable coaches and social workers** are essential.

Website – Social media

<https://www.streetgames.org/>

<https://www.facebook.com/StreetGamesSportsCharity/>



SK4YS Good Practice #5



Title and leader organisation	Football4 Good (F4G) Fair Play Football Roadshow + football3 mediator training Oltalom Sport Association (OSA)
Target group	Target groups are underprivileged and privileged youth, young adults and adults from minority and majority groups of the society. Activities are open to everyone regardless of age, gender or social class. Since its foundation, the team of Oltalom has always been a mixed one, where members of the majority and minority groups (e.g. homeless people, street kids, Roma youngsters) of the society play together . The target group of the mediator training are the participants of the regular trainings delivered by Oltalom Sport Association.
Sports	OSA has been using football in order to foster social inclusion and strengthen soft skills of its participants.
Category	Plus Sport
Location	Hungary
Short story	OSA was founded in 2005 with the aim to use sport as a tool to increase self-esteem and promote healthy lifestyle to people from disadvantaged backgrounds. OSA is the official partner of the Homeless World Cup and a member of the streetfootballworld network. Since 2012 OSA has been organising its own initiative called Fair Play Football Roadshow which aims to reduce the existing social stereotypes and to start dialogue between opposed social groups. Games are played with the utilization of a special method called Football3 used especially for social groups in conflict. Since at the Fair Play Football Roadshows there is no referee but mediators, OSA organises football3 mediator training focusing on the special roles of the mediators.
Skills	The use of the football3 methodology fosters the development of problem solving skills, assertive communication, the ability to make compromises, patience and the capacity of active listening. By paying attention to others, participants learn to respect each other, self-representations, and how to formulate and give voice to their opinion. Since participants play in mixed teams in terms of age, gender, social and cultural background, their level of openness and tolerance are increasing. Cooperation, teamwork, self-discipline, goal setting and endurance are also enhanced by football3. Participation in the mediator training enables the skills that are necessary in leading and pacing a discussion, in conflict resolution. Giving and receiving feedback is also an essential part of being a mediator, thus during the training special focus is put on this domain.

Impact	44% of participants claimed that their level of openness and tolerance increased. Furthermore, 56% of the respondents stated that they are more confident to speak in front of an audience and during controversial situations they are able to formulate and give a voice to their opinion. Participants reported an increase in their level of patience in stressful situations and success in solving problems occurring in various domains of their life (e.g. academic, social, employment). 35% of the participants that accomplished the football3 mediator training have gone to vocational courses or into further education.
Risk factors and key challenges	The prevalent social and political climate which marks out the framework within civil organisations can be run. Lack of eligible funding and sufficient human resources. Drop outs of participants, family conflict or breakdown, family history of alcohol and drugs and mental illnesses, peer pressure, neglect or abuse, low income, unplanned pregnancy, low self esteem that occur in participants' life might have a negative impact on the results of the programme. Maintaining and monitoring the impact of the programme.
Lessons learned	It is hard to share the idea of skills development through fair play in areas where dwellers are facing troubles with everyday living. Therefore in order to reach a more sustainable impact, it is important to deliver initial sensitization for participants and also pay attention to follow-up and revisit places where the Roadshow took place before.
Website – Social media	www.utcaifoci.hu https://www.facebook.com/Oltalom-Sportegyesület-262757147107057/ https://www.instagram.com/oltalom_sport_association/?hl=hu



SK4YS Good Practice #6



Title and leader organisation	ADPS / PLAY / BOOTCAMP Associação CAIS (CAIS)
Target group	Target group of the initiative is marginalized people of the Portuguese society , e.g. homeless people, people living in extreme poverty . Homeless people are not necessarily the ones who live on the street but those who are residents of shelters, live in sub-rented flats or garmented houses. The activities are open from the age of 18 without upper limit.
Sports	The sport that is used by CAIS is street football .
Category	Plus Sport
Location	Lisbon and Porto, Portugal
Short story	CAIS was founded in 1994 and has a volunteer initiative to launch a Street Paper (that still runs up to this day). Between 1994 and 2004 CAIS launched several projects to create awareness towards social exclusion, poverty and homelessness. In 2004 CAIS opened the Lisbon Center and shortly after the Porto one to work directly with the community in need. Around 2010 CAIS started experimenting with social enterprises, empowerment and employment pathways. That would lead to the CAHO Programme and later on to the PLAY. Currently, upon arrival to CAIS, beneficiaries are engaged in educational and personal/ social development activities (ADPS). After strengthening their soft skills, they can enter the second phase. Programmes such as “Both Play” and “Bootcamp” are hard skills improvement pathways that take place 4 to 6 times a week, building on non-formal education methods. Once beneficiaries finish these phases they engage in jobs related training offered by the companies supporting CAIS and they get a placement. The process is supported by the CAIS team and volunteer mentors that support beneficiaries from the beginning until the first 18 months on the job market.
Skills	Taking part in the personal and social development activities (ADPS) delivered by CAIS and their Empowerment and Employability Pathways (Play and Bootcamp) strengthens the personal and social skills of participants, increases self-esteem and fosters the development of life skills. Participation in the activities enable clients to strengthen their daily life skills. Managing emotions, improving verbal and non-verbal communication, punctuality, motivation, resilience, teamwork and cooperation are also amongst the skills that can be developed by participating in the activities offered by CAIS. Amongst hard skills, specific employability skills (writing CVs and motivational letters, use of job searching portals etc.) are addressed during the trainings.

Impact	According to impact reports, more than 70% of the participants claimed that they detect a positive change in their skills that are needed for successful employment. In 2019, 117 people entered PLAY, 106 people finished the second stage, 86 went into training, 76 finished the training, 47 went to the job market. Overall, in different CAIS projects and programmes 97 beneficiaries got into the job market.
Risk factors and key challenges	1. Manage preliminary expectations of organisations who refer beneficiaries to CAIS. They maintain an image on CAIS that sometimes is difficult to match, thus clients might be frustrated with CAIS, if things don't happen at a pace that it was described or expected before. 2. Engage participants and keep them in the programme. 3. Keep mentors committed for the whole period of the programme (implementation and follow up-stage). 4. Keep the companies in the programme: co-workers at the company might not be receptive and open which can cause a great deal of stress for the beneficiary. 5. Provide continuous funding for the programme.
Lessons learned	Many of the participants have bad experiences with formal education that stems from their years spent in primary or secondary education. Therefore non-formal educational methods are being used to reach a higher impact. Immediate and continuous support is essential: mentors are needed to provide support not only during the implementation of the programme but also after participants have entered the job market. Since many of the beneficiaries have been away from the job market for a long time or haven't been employed at all, they need reinforced support to be able to face and handle emerging problems.
Website – Social media	https://www.cais.pt/play/ https://www.facebook.com/associacaocais/ https://www.instagram.com/associacaocais/



SK4YS Good Practice #7



Title and leader organisation	Déclics Sportifs Agence pour l'Éducation par le Sport (APELS)
Target group	Young people from 18 to 35 years practicing a physical activity or sport and wishing to enter the job market.
Sports	Most popular sports involve football, boxing, fencing, swimming, handball, basketball and dancing.
Category	Plus sport
Location	France
Short story	The un-official programme started more than 20 years ago when Hassan Zahi, current programme leader finished school and was convinced that he had no skills to get a job. His coach disagreed with him explaining what skills he developed through sport practice. Since then, Hassan Zahi created a programme for raising awareness of young people on soft skills gained through sport and supported them in entering the labour market. The programme is now official and is led by Hassan Zahi Within the APELS.
Skills	On one hand, the programme focuses on several soft skills through sport such as motivation, persistence, conflict management, communication, competitiveness, teamwork and leadership. Theatre classes are also organised to raise skills such as self-esteem and confidence. On the other hand, young people can also meet with representatives of companies in order to learn specific hard skills related to their jobs (in the banking industry, hospitals, etc.).
Impact	APELS has measured the impact of the initiative and it appears that 80% of the young people taking part in Déclics Sportifs get a job after the programme. This represents 500 persons so far which is particularly encouraging to continue the work. It is important to mention that the programme is sustainable and that the companies are investing in these young people.

Risk factors and key challenges

At the beginning, young people from disadvantaged backgrounds did not really believe that they could take up jobs in well-known companies. Due to youngsters' lack of confidence, a number of challenges arose in the first years of the programme. Most difficult part now is to **find coaches willing to take part and more companies to support and fund the initiative.**

Lessons learned

Young participants from disadvantaged backgrounds can have **immeasurable talent that companies tend to overlook.** The big challenge is to break the barriers imposed to youngsters from disadvantaged backgrounds.

Website – Social media

<https://educationparlesport.com/>



SK4YS Good Practice #8



Title and leader organisation	Job dans la Ville Sport dans la Ville
Target group	Mainly young people between 6 and 20 years
Sports	Football and basketball for both sexes. Tennis and breakdance are girls only, so young girls are more confident to enter the programme.
Category	Plus Sport and Sport Plus (mixed approach)
Location	France
Short story	The initiative was launched in Lyon. For the founders, it was very important to tackle the issue of lack of employability for youth from the disadvantaged areas of Lyon. At the beginning, basketball was the only sport proposed to participants. Since then, the initiative evolved and co-initiatives were launched such as “Entrepreneurs dans la ville” or “Apprenti’Bus”. Furthermore, several sports are offered in order to gather more participants.
Skills	The most important soft skills to develop within the “Sport dans la Ville” programmes is respect in every understanding: time respect (punctuality), material respect, respect of the coach and teammates, etc. In addition, participants must have good behaviour at any time. Finally, several soft skills are stressed such as: team spirit, solidarity, self-control, leadership or communication. When the young participants enter the programme “Job dans la Ville”, they can develop hard skills such as writing a resume or a cover letter.
Impact	Impacts are hard to measure for “Job dans la Ville” but a private company was engaged to assess them. The company delivered a study to measure how many youngsters taking part in the programme have found a job. Moreover, the study also compares participants from the “Job dans la Ville” programme with youngsters with the same backgrounds but outside the project to see if there are any differences regarding the type of contract (long term or short term), the level of confidence in applying, and other relevant parameters. The purpose is to create a database that could be used as advocacy to promote the programme, attract more participants and raise more funding.
Risk factors and key challenges	The biggest challenges of this initiative is to reach the youngsters and attract them in the programme. Another challenge is to open pitches in other neighborhoods.
Lessons learned	“That it is possible. If you have the right behaviour. If you want to help others, life will give you back. Never give up even if it is easier somewhere else.”
Website – Social media	https://www.sportdanslaville.com/our-programs/job-dans-la-ville/?lang=en



Title and leader organisation	Street Elite The Change Foundation
Target groups	Young people aged 18 to 25 not involved in education, employment or training affected by serious youth crime.
Sports	Street Elite uses a multi-sport approach.
Category	Sport Plus and Plus Sport (mixed approach)
Location	London and Birmingham (United Kingdom). 7 intervention centres – 6 in London and 1 in Birmingham.
Short Story	The programme started in 2011 uses sport and mentoring to support young men and women to become active in their communities and facilitate transition into employment, education or training. The programme provides exit routes, some of which include paid employment with Street Elite partner, the Berkeley Group. Recognised with Third Sector Business Charity Award and Barclays Sport for Employability and Enterprise Award.
Skills	During 12 months participants are trained in employability skills through sport, by giving back to their community delivering their own sports sessions for youth clubs and sports festivals for local schools. This showcases their talents to invited potential employers. Skills gained involve: teamwork, event organisation, leadership , but participants also develop emotionally and earn higher self-esteem . On a two-week work placements and workshops they also improve their CVs and interview skills .
Impact	In 2019, 85% of Street Elite graduates transitioned into employment , the highest success rate since the programme began. Street Elite has engaged over 500 young people over eight years on the edges of gangs and crime across London, helping almost 80% transitions from NEET into work, apprenticeships or education. Also in 2019 Bean Research conducted a Social Return on Investment analysis based on the distance travelled by 97 participants in 2018. The analysis found, for every £1 invested, Street Elite generates £10.72 in social value over 3 years, through economic benefits, human capital gains, avoided exchequer costs and well-being improvements among programme participants. This means that during the last 2 years the program generated £3.76million.
Risk factors and key challenges	Top 3 challenges include: 1. Recruiting young people not “on a system”. 2. Finding employers willing to take on vulnerable adults. 3. Funding a programme that requires intense mentoring and support.

Lessons learned

Top 3 lessons learned:

1. Coach Mentors with lived experience is key.
2. Small numbers mean high impact and allow the development of close relationships.
3. Women's sessions are very different and must be tailored to their needs.

URL of the practice

<http://www.street-elite.org/>



SK4YS Good Practice #10



Title and leader organisation	Nefiks Indeks Nefiks institute (Zavod Nefiks)
Target groups	The target group are young adults over 14, with the majority being high schoolers who are starting to get some freedom to make decisions about their life and activities in their free time.
Sports	Nefiks Indeks is not strictly connected to sports, but one can find people adding their sport experiences to their profiles; not only from being active sports people, but also from organising sport activities for their local community or kids.
Category	Can't be categorized under Plus Sport or Sport Plus, as this good practice represents a youth work approach to recognize soft skills gained through sport-based, non-formal education.
Location	Ljubljana, Slovenia
Short Story	Youth organisations with large pools of volunteers were unable to show outcomes and visible skills gained from youth projects to future employers. They were searching for a tool connecting them to the job sector, this is why the initiative was born. The first form of the Nefiks Indeks was a book and the idea came from a visit to Finland, where they used similar tools to keep track of their free time activities. The booklet was active until 2009. Starting from that point it became an online platform. This online transition let all the participants and stakeholders connect and easily contact each other. The superiors could also approve the self-evaluation done by their volunteers to show that they had really gained those skills indicated in the index.
Skills	Participants can gain competences and attitudes like active citizenship, organisation skills, project planning or pedagogy and animation. Soft skills not only involve communicating with different age groups, but also problem solving, time management and many more. It also helps users to self-reflect and think about their own experiences. All of this also raises employability skills, as the self-evaluation part is needed not only while creating Nefiks profile, but also in the future while writing CV's and cover letters.
Impact	At one point there were 16 000 active accounts, but nowadays there are less users. The users are more active just before searching for a job. People who gave feedback on Nefiks Indeks are very positive about the tool and confirm it helped them to find a job.
Risk factors and key challenges	1. Being underfunded and regularly maintaining the database. 2. Persuading young people to regularly use the platform. 3. The ever changing and evolving technology especially in the IT sector. 4. A lot of short-term competition. 5. Older platforms like Nefiks are indistinguishable for potential users. That is why Nefiks, to gain recognition at a higher level, can be integrated with other well-known platforms like Europass.

Lessons learned

1. Nefiks will never be profitable, and that this kind of work is usually very under-funded and under-appreciated.
2. That young people have less and less free time to get involved in projects. This not only involves free time consuming technology, but also that school systems and both obligatory and extra activities are taking more of the young people's time.
3. That even these tools are really helpful, it is hard to persuade people to really use them, unless made obligatory.
4. That employees don't really care about how these platforms work. They don't have preferences for the tools. What they want is an appealing presentation of data and certificates, as a proof of applicants' hard and soft skills.

URL of the practice

<https://nefiks.si/>





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