

CONFERENCE ON SOFT / EMPLOYABILITY SKILL DEVELOPMENT THROUGH SPORT-PLUS COACHING

Thank you for joining.
The conference will begin shortly.



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RESEARCH GROUP



Network
Lokaal
Sportbeleid



 RheinFlanke





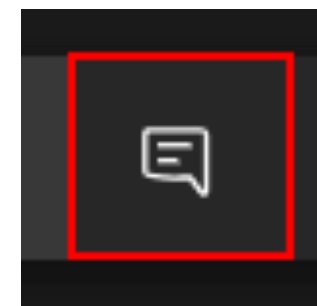
Welcome to the conference

Brussels, May 30, 2024



SPORT & SOCIETY
RESEARCH GROUP






Conference programme (in CET)

10:00 - 11:15	introducing the topic (<i>plenary session 1 - hybrid</i>)
11:15 - 11:30	<i>coffee break</i>
11:30 - 12:30	COACH+ MOOC and the partnership (<i>plenary session 2 - hybrid</i>)
12:30 - 13:30	<i>lunch</i>
13:30 - 14:50	competencies for coaches and mentors (<i>parallel interactive sessions</i>)
15:00 - 16:00	panel discussion on policy recommendations (<i>plenary session 3 - hybrid</i>)
16:00 - 17:00	<i>networking moment</i>

Session 1: Introducing the topic

CONFERENCE ON SOFT / EMPLOYABILITY SKILL DEVELOPMENT THROUGH SPORT-PLUS COACHING

 30 MAY 2024
from 9:30 am – 4:30 pm (CET) Brussels

 VUB Campus Etterbeek,
U-Residence

REGISTRATION VIA:
www.sport4employability.eu

COACH+



Marc Theeboom - Fred Coalter



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Employability

- Usually framed in terms of **an individual's characteristics and skills which are deemed to enable them to find and maintain a job.**
 - at personal level: confidence, self-esteem, motivation, self-efficacy
 - at interpersonal level: social skills, communication, teamwork, assertiveness
 - regarding self-management: self-control, reliability, positive attitude, presentation
 - regarding initiative and delivery: planning, problem-solving, prioritising
- Most employability skills are **general in nature** and relevant in many kinds of occupations (and other spheres of life). Consequently, they can be referred to more generally as '**soft skills**'.

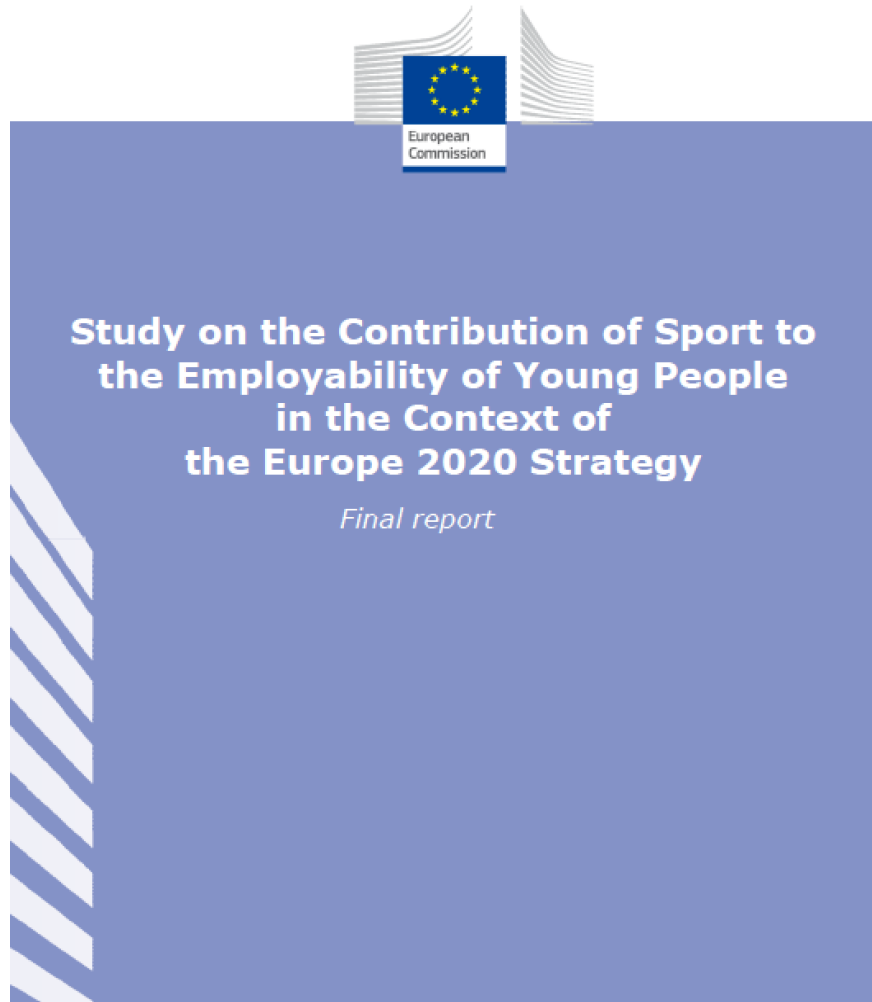
Blades, R., Fauth, B. & Gibb, J. (2012). *Measuring Employability Skills. A rapid review to inform development of tools for project evaluation*. London: National Children's Bureau.

- high youth unemployment rates in various EU member states
 - high risk that young NEETs (15 to 29 yrs.) will become socially and economically marginalised
- EU strategy to **increase the level of employability** of this group

Why focus on 'sport and employability'?

- EU recognises the **potential of sport to increase youth employability**
(see *EU Work Plan for Sport 2021-2024* and *Key Action 2 Erasmus+ sport*)
 - **Growing number of organisations** in the EU (and elsewhere) making use of sport to develop employability/soft skills of young NEETs
 - However, **limited insights** into this potential of sport
 - what are actual outcomes of 'Sport-for-Employability' (SfE) programmes?
 - what are the conditions to achieve such outcomes?
- 3 European projects on sport and employability (since 2016)

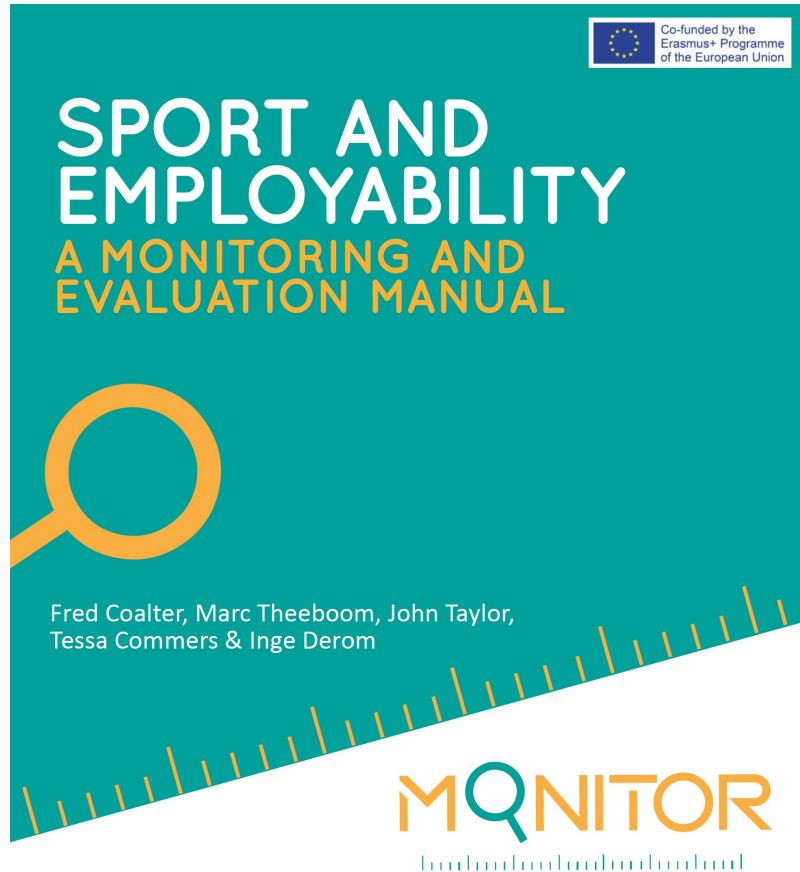
2016-2017



- Tender (European Commission)
- 4 partners
- To identify **key components** to produce outcomes regarding the employability in sport-based interventions for young NEETs
- Literature review and Mapping the field in EU
- **10 case-studies** (8 different member states)
- Resulted in a **Programme Theory** on 'Sport-for-Employability' (SfE)
- Conclusions and recommendations

- **Vague claims** about targeted outcomes (employability (soft) skills)
- Limited understanding **how to measure** these skills
(most organisations did not measure and indicated that this is difficult to measure)
- **Variation in M&E approach** (and different reasons for M&E)
- The need for a better understanding **how to measure soft/employability skills**,
but also to define what **type of impact** organisations aim for.
- **Monitoring and Evaluation (M&E)** for SfE programmes
- **MONITOR project**

2019-2021



- Erasmus+ sport collaborative partnership
- 8 partners
- **Monitoring and Evaluation (M&E) Manual** for SfE organisations
- Incl. developing a theory of change for SfE; defining and measuring outcomes; collection, analysis and reporting of data; ...
- Incl. excel spreadsheets and video on data entry and analysis



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Manual serves different purposes

- a tool for M&E in SfE ...
- to provide a framework for those seeking to develop SfE programmes
- to help them to build a stronger case for external communication
- ... and - in reference to the policy rhetoric regarding the potential of sport to increase employability of young NEETs - it helps to set the stage for a debate with a variety of stakeholders ...

Continuum of sport for employability

Plus sport

Youth work practice

Sport

- Fly paper/attraction
- Develop positive social relationships/respect and trust
- Limited experiential learning

Sport

‘Inherent properties’ of sport

→ Experiential learning/**implicit/‘just happens’**

Teamwork, communication,
conflict management, perceived self-
efficacy, ‘leadership’

But ...

Svoboda (1994)

- positive outcomes from sports participation are **‘only a possibility’**
- a direct linear effect between simple participation and effect cannot be assumed.

Sport, like most activities, is not a priori good or bad, but has the potential of producing both positive and negative outcomes. **Questions like ‘what conditions are necessary for sport to have beneficial outcomes?’** must be asked more often.

(Patriksson)

Necessary and sufficient conditions



Necessary and sufficient conditions

‘.... there is nothing about ... sport itself that is magical It is the **experience** of sport that **may** facilitate the result’. *Papacharisisi et al (2005)*

‘sports are **sites** for socialisation experiences, not **causes** of socialisation outcomes’.
Coakley (1998)

‘the success of any sports-based social intervention program is largely determined by the strength of its **non-sport components**’. *Hartmann (2003)*

‘the **educational experience** within the sporting experience is the most critical space’.
Hartmann and Kwauk (2011)

social relationships experienced during involvement in physical activity programmes are the most significant factor in effecting behavioural change’..... it is the **social process** and not the **activity type** that is the vital element in engaging young people *Sandford et al (2006)*

Continuum of sport for employability

Youth worker

Plus sport

Youth work practice

Sport

- fly paper/attraction
- develop positive social relationships/ respect and trust
- Limited experiential learning

Coach

Sport

‘Inherent properties’ of sport
→ Experiential learning/**implicit**

Teamwork, communication,
conflict management, perceived self-
efficacy, ‘leadership’

Coach ↔ youth worker

Sport plus

Explicit design

- (i) Football 3/Scoring for the Future
- (ii) Game of 3 halves

Workshops ↔ football
Mutually reinforcing curriculum

life skills must be ‘taught’ rather than ‘caught’ (Hodge, 1989)

‘there is a need **to teach skills explicitly** because they cannot be viewed as natural outgrowths of an activity’ (Sandford et al, 2006)

‘the best way to foster skill acquisition is to **integrate sport and life skill instruction** seamlessly, rather than attempt to teach these topics separately’. (Pepitas et al, 2005)

Sport Plus



Sport Plus

Technical performance → **personal and social development**

Implicit → **explicit**

skills 'taught' rather than 'caught'

Participants' on-going critical **self-reflection**

Integrated curriculum

- A **systematic emphasis on the relevance of all programme activities to the development of employability, with sports sessions designed to clearly reflect and reinforce workshop content.**

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

All staff understand processes and mechanisms → personal/social development

coaches must be explicit in drawing connections as to how life skills can transfer from sport to everyday life (Bean et al, 2018)

Sport and employability: *Indicative Programme Theory*

I THINK YOU
SHOULD BE MORE
SPECIFIC HERE IN
STEP TWO



Sport and employability: *Indicative* Programme Theory

Red: Activity
Black: Process
Green: Outcomes

Not necessarily
one off/on-going
processes

Voluntary engagement in *employability* programme

Initial inclusive sports sessions: Participants may establish rules

- Bonding, relationships of respect and trust
- Informal identification of participants' developmental needs
- Team working, communication, perceived self-efficacy, peer understanding

Social climate: participants decide rules of engagement/behaviour

- Interested and caring adults; models for conventional behaviour; critical support; value based on achievement; free to make mistakes and learn
- Sense of safety and belonging; positive attitudes to future; empowerment

Individual needs assessment

- Explanation of 'employability' and life skills; Critical self-reflection
- Self-awareness, maturity, ambition - Focus and programme coherence

Individual learning plans

- Critical self-reflection
- Sense of direction/focus; perceived self-efficacy; maturity → employability

Workshops

- Collective discussion of issues/skills raised in learning plans and 'employability'
- Critical self-reflection; self-development; maturity; communication; perceived self-efficacy

Sport plus

- Experiential learning; Context for exploration/reinforcement of workshop issues; teachable moments/positive and negative; can play different roles
- Support/reinforce workshop content; communication, teamwork, perceived self-efficacy, self-esteem

Preparation for employment:

- Interviewing/CV writing; job searching

Work experience

- Understanding of world of work and its requirements

Outcomes

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

Employment



Mentoring

Befriending
(Affective)



Direction setting
(Cognitive)



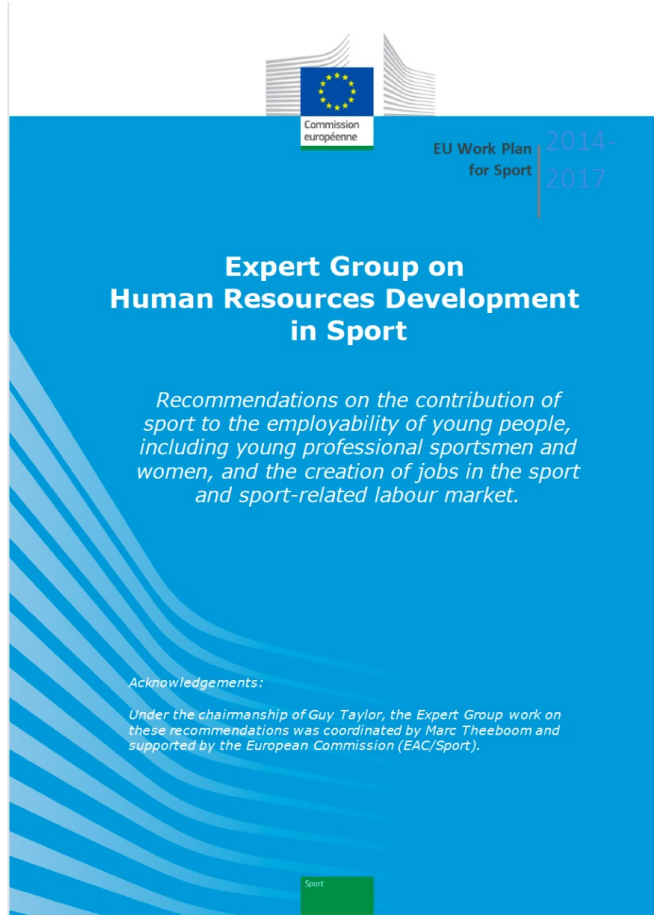
Coaching
(Aptitudinal)



Sponsoring
(Positional)



Ongoing support



→ only few programmes use a specific approach to teach soft/employability skills to youth through sport

“There is a lack of insight into underlying mechanisms and strategies that lead to increased employability through non-formal learning in and through sport.”

*“It is important to better understand what **type of expertise** is needed for coaches and mentors in sport who work with youngsters towards increased employability. This will have an effect on coaches training programmes.”*

EU Expert Group on Human Resources Development in Sport (2016). *Recommendations on the contribution of sport to the employability of young people, including young, professional, sportsman, and women, and the creation of jobs in the sport and sports related labour market*, Brussels.

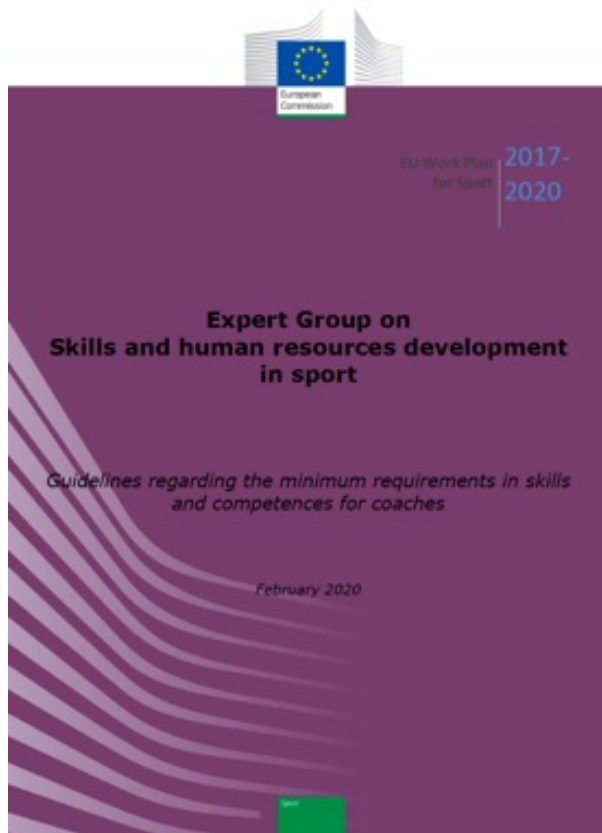
→ for example, sports coaches (and physical education teachers) in the Netherlands who work towards **social skill development** of youth:

*“... **do not have an explicit pedagogical framework**. They often base their practices on what they saw their own coaches and PE teachers do, on **their feelings and intuition**, and **their own experiences** as athletes and as coaches.”*

*“The **lack of training for social skill development and behaviour** and the context in which youth sport takes place, most likely implies that it is **unrealistic** to expect from coaches/trainers to teach positive social skills to youth in a **very deliberate and systematic way**.”*

Jacobs, F. (2016). Addressing and navigating the social domain in sport: Coaches and physical education teachers. Doctoral dissertation. Utrecht, The Netherlands.

→ The need for **specific sport-plus expertise** for sports coaches



a call for **specific and dedicated courses for sports coaches** to teach life transferrable skills and contribute to solving societal challenges (*EU Expert Group on Skills and Human Resources Development in Sport, 2020*)

Expert Group on Skills and Human Resources Development in Sport (2020). Guidelines regarding the minimum requirements in skills and competences for coaches. Luxembourg: Publications Office of the European Union.

2022-2024

COACH+



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- Erasmus+ sport cooperation partnership
- *‘A youth work oriented ‘Sport-Plus’ coaching online training course for Sport-for-Employability organisations working with young NEETs’*
- 5 partners
- **Massive Open Online Course (MOOC)**



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Practitioners' perspectives

Hannah KAUR



VEED



Ansley Hofmann





Youth work and football in the Czech Republic

Coach+ conference
30.05.2024

sport4employability.eu

Q&A

Conference programme (in CET)

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CONFERENCE ON SOFT / EMPLOYABILITY SKILL DEVELOPMENT THROUGH SPORT-PLUS COACHING

Coffee break

Plenary session 2 starts at 11:30 am (CET)



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Session 2: COACH+ MOOC

‘Massive Open Online Course’:

Massive: aimed at large numbers of geographically dispersed learners

Open: anyone can have access and free of charge

Online: a web-based distance learning programme

Course: loosely structured and includes different modules

<https://e-learning-lokaal-sportbeleid.teachable.com/courses/>

general introduction

- “What is the purpose of this course?”
- “Who is it for?”
- “Is it relevant for you?”.



Purpose of the MOOC

To help practitioners to understand ...

- **how sport can be used effectively** to develop employability skills
- what the **relevance** is of using a **youth work approach**
- how to implement a **successful mentoring programme**
- how to use an **integrated approach to monitoring and evaluation**

Who is the MOOC for?

- Primary **target group: sports coaches** who work (or intend to work) with young NEETs in 'Sport-for-Employability' organisations
- Because most employability skills are **general in nature** and can be regarded as '**soft skills**', the course will also be **inspirational** for coaches working in '**Sport-for-Development**' organisations in general and especially working with young people in vulnerable positions
- The MOOC can also be **relevant for other groups** working with young NEETs and interested in using sport for developmental purposes (e.g., youth/social workers)

6 modules

COACH+



Module 1: Introduction to the COACH+ MOOC



COACH+ Project

100%
COMPLETE

COACH+



Module 2 - Youth work



COACH+ Project

100%
COMPLETE

COACH+



Module 3 - Employability



COACH+ Project

100%
COMPLETE

COACH+



Module 4 - Sport-plus



COACH+ Project

100%
COMPLETE

COACH+



Module 5 - Mentoring



Coach+ Project

100%
COMPLETE

COACH+



Module 6 - Monitoring and Evaluation




Coach+ Project

100%
COMPLETE

- **Cross-references, visuals** (graphics, video clips, interactive pdf's), **links** (original sources, recommended readings and additional information) and **exercises** are included throughout the text
- At the end of each module, **self-assessment questions** are included, as well as **online forums** to enable interactions with other users
- **Translations in Dutch, German and Serbian** (partner languages) and in **French**

COACH+



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Module 1: Introduction to the COACH+ MOOC

100% COMPLETE

Course Curriculum

Your Instructor

Course Curriculum

Start next lesson >

1. Introduction to key concepts

General introduction to COACH+ module 1 (1:15)

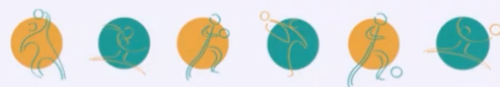
1.1. Employability


1.2. Sport-for-Employability (SfE)

1.3. Sport-plus (sport+)

1.4. Youth work

COACH+



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Module 1: Introduction



100% COMPLETE

1.1. Employability

1.2. Sport-for-Employability (SfE)

1.3. Sport-plus (sport+)

1.4. Youth work


2. A 'programme theory' for SfE organisations as the basic framework of the COACH+ MOOC:


2. Programme Theory

2.1. Sport as attraction

2.2. Social Climate

COACH+



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Module 3 - Employability

100% COMPLETE

Course Curriculum

Your Instructor

Teach online with [teachable](#)

Course Curriculum

Start next lesson >

Module 3: Employability

General introduction to COACH+ module 3 (0:45)

1. Defining employability

2. Employers' definitions of employability

3. Defining and developing employability skills

1.1. Employability

As some concepts will be used frequently throughout this MOOC, a brief explanation is provided in more detail in the specific modules.

This concept is usually framed in terms of an individual's characteristics and

Among the characteristics and skills of employability that have been identified are

at personal level:

- **'self-esteem'** (the positive or negative orientation toward oneself)
- **'perceived self-efficacy'** (the belief in one's own ability)

at interpersonal level:

- **'communication'** (the process of exchanging information, ideas, thoughts,
- **'teamwork'** (the willingness of a group of people to work together to achieve

How to use the COACH+ MOOC?

- The MOOC contains **a lot of information**, therefore **very challenging** to process all content individually
- It is recommended to **organise the MOOC in a group workshop context** (e.g., by exploring **each module separately within a workshop format** with a group of learners being guided through the different parts)
- The **exercises and self-assessment questions** within each of the modules can then provide **various opportunities for interaction** (e.g., to be used for initial staff training and ongoing staff development)

Overview of the modules

Module 1: Introduction to the COACH+ MOOC

- Explanation of the **key concepts** used in the other modules
- Description of an indicative **programme theory** (Theory of Change) on Sport-for-Employability as the basic framework for the MOOC
- Overview of the **other modules**

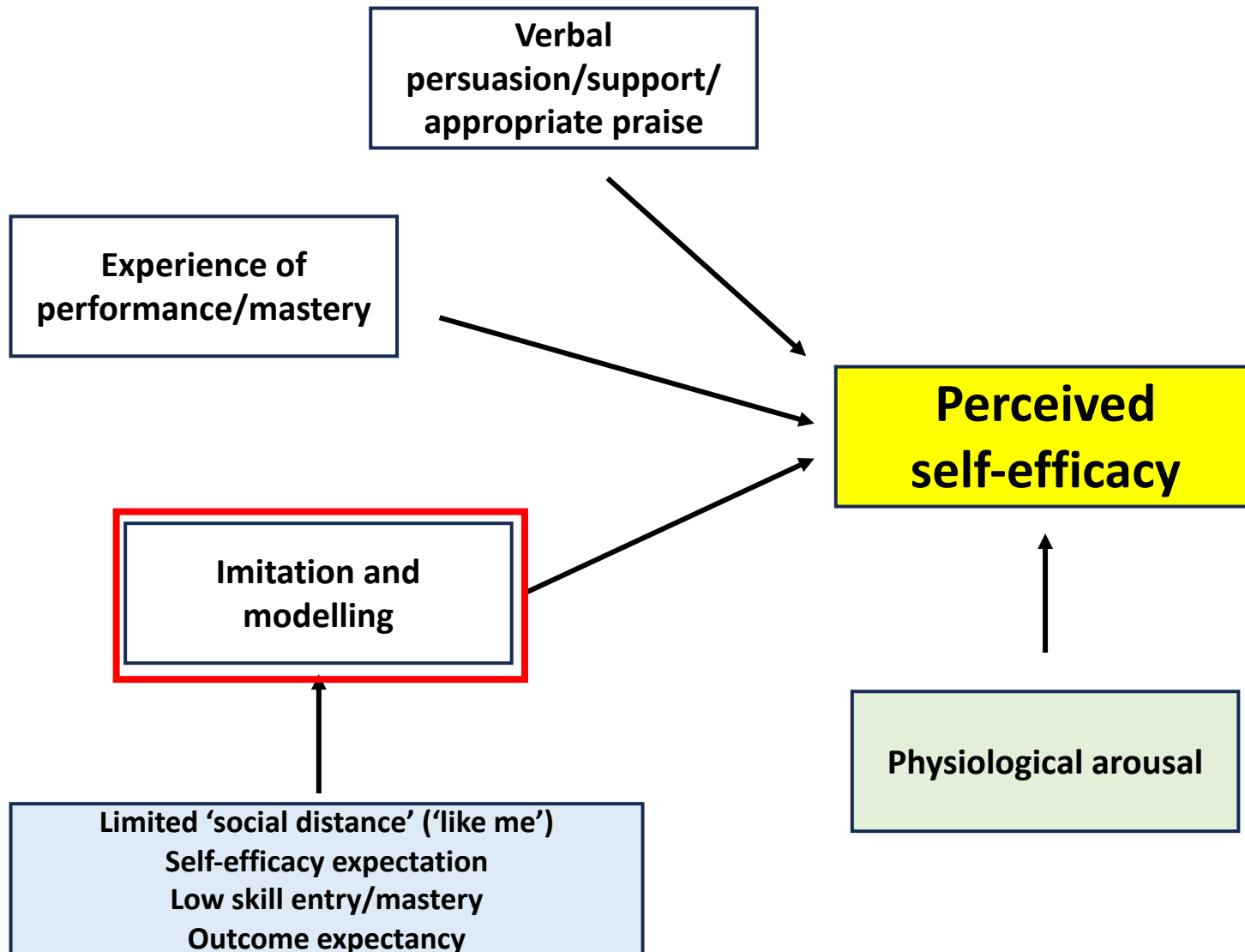
Module 2: Youth work and youth development

- The **diversity** of youth work
- **Common values and principles** of youth work practice
- Universal **open access youth work** - the 'purist' view ↔ sport?
- **Comparing** youth work and sport coaching. Participant-centred vs skill development
- 6 core youth worker **competencies**
- Adopting a Youth Work Approach in a **Sport-for-Change organisation**
- **Assessing the success** of a youth work programme

Module 3: Employability

- Introducing and defining the **broad concept of employability**
- **Employers' definition** of employability
- A **selected number of employability skills** are described:
 - Perceived self-efficacy (*belief in one's own ability to plan and perform a specific task, in a specific context*)
 - Self-esteem (*the positive or negative orientation toward oneself*)
 - Teamwork
 - Communication
 - Decision-making
- How these **skills can be developed** and **recommended coaching strategies**

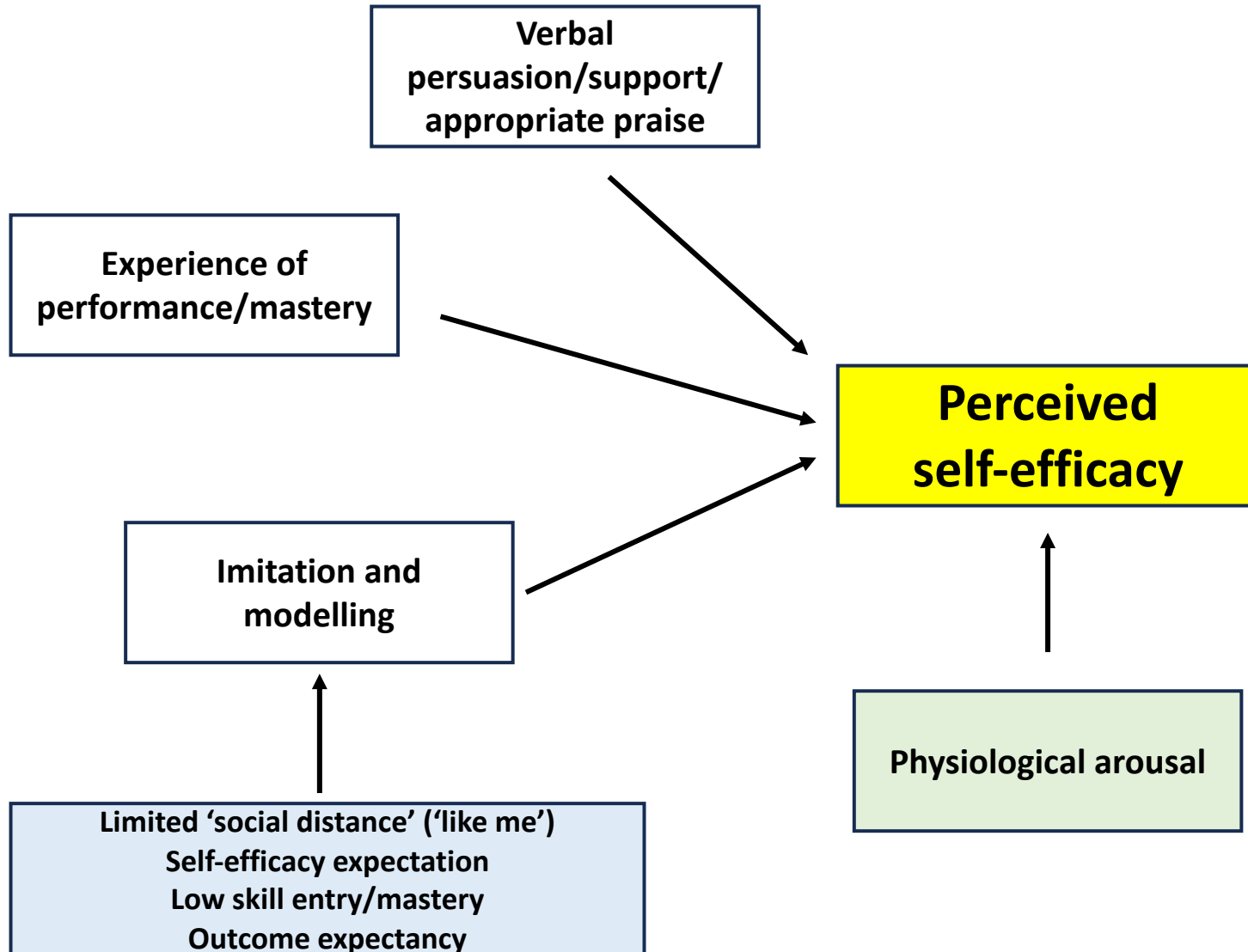
How to develop?



Imitation and modelling

The experience of observing others, **who are similar to them** (e.g., age, sex, race, body shape), successfully perform tasks helps to develop perceived self-efficacy. If there is a strong similarity between the role model (coach/mentor) and the participant (a limited social distance), it can lead to **self-efficacy expectation** and to the conclusion that *"if she/he can do it, so can I"*. Using peers to run activities can also provide a supportive environment for the development of perceived self-efficacy.

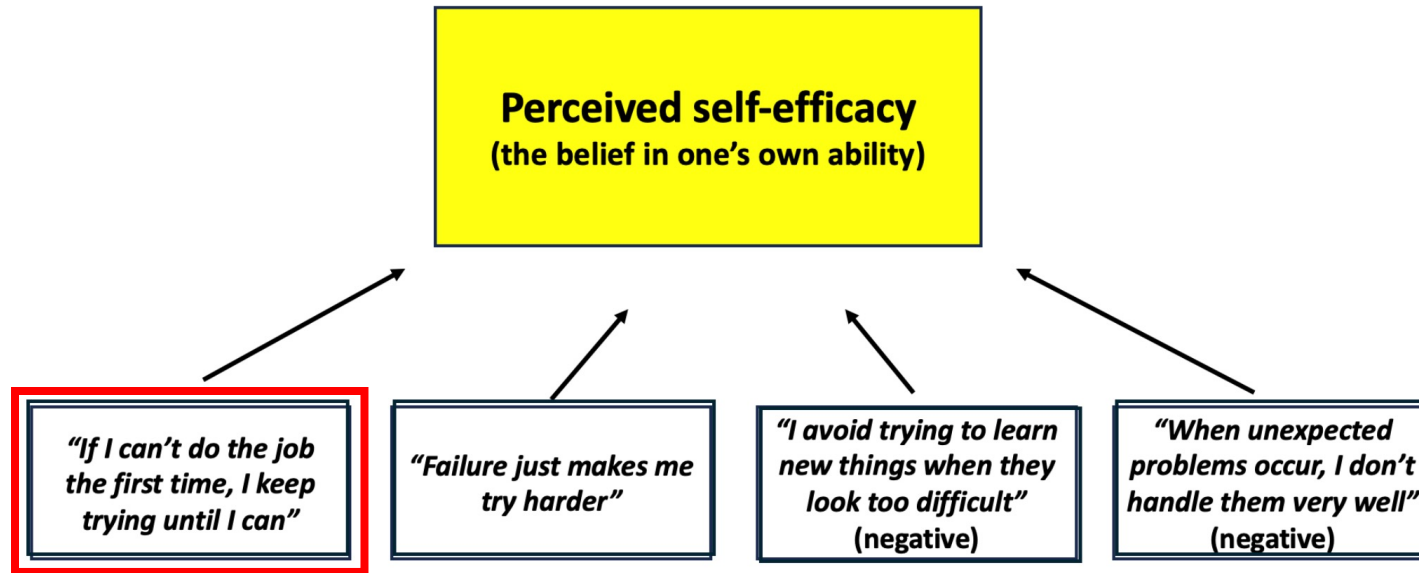
Coaching strategies



Employability skill	Developed through ...	Recommended coaching strategies
Perceived self-efficacy (the belief in one's own ability)	experience of performance / mastery	<ul style="list-style-type: none"> • support individual achievement and development, rather than a competitive comparison with others • provide tasks within the capability of participants, but where extra effort is required • task should be broken into small steps
	imitation and modelling	<ul style="list-style-type: none"> • provide opportunities to observe <u>successful</u> behaviour of those having a strong similarity with the participants (e.g., using peers to run activities)
	verbal persuasion/support/appropriate price	<ul style="list-style-type: none"> • praise should be related to task achievement • <u>feedback</u> should focus on achieved progress • do not use mistakes or <u>misbehaviour</u> of individual participants without their consent to reflect on it with the group

Module 4: Sport-plus

- Understanding of **‘sport’** and its **use for developmental purposes**
- An **adapted approach** to sport delivery
- The **concept of ‘sport-plus’**
- How to **design and deliver sport-plus activities**
- **How employability skills are developed** through the use of sport-plus approaches



... it is difficult to succeed the first time

(for example, as a result of built-in restrictions: field size, number of goals, directions, time constraints, team composition, ...)

Module 4: Sport-plus

- The main **characteristics of sport-plus coaching**
- The concepts of **‘learning by experience’** and **‘reflective practice’** including example questions and practical examples

Module 5: Mentoring

Mentoring topics.

- Definition of mentoring
- Mentoring compared with coaching
- Stages of mentoring

- The skills required for effective mentoring
- Effective mentoring programmes

The stages of mentoring Processes and relationships

NEET: Unemployed, untrained, possibly antagonistic

Initiation stage



Formal mentoring programmes seek to match the mentor/mentee. Need to consider the relevance of age/sex/culture and common interests. The mentor must understand issues of age, gender, race, religion and culture relating to the intended mentee.

Befriending/
bonding



Establishing a relationship based on bonds of trust/sharing of new experiences. Can be achieved early in the programme via inclusive mastery-oriented sports activities.

Unemployed, untrained,
resilient

Direction-setting



The more formal process of promoting mentee's self-reflection via discussion and clarification of the mentee's ambitions and what they expect from the sport and employability programme

Unemployed, untrained,
aspirational

Coaching



Focussed on the achievement of desired and agreed outcomes. Mentor acts as a 'learning facilitator', directing mentee to sources of information and developmental experiences. Seeks to promote maturity by asking thought provoking questions and making mentees aware of their own role and responsibility in the learning process

Unemployed, trained,
aspirational.

Sponsoring



Advocating/networking with potential employers on behalf of mentee

Employed, trained, calm and composed
On-going support

On-going
support



Transition to formal employment will be a challenge for many programme graduates - often the real learning does not start until they get a job and leave the supportive environment of the programme

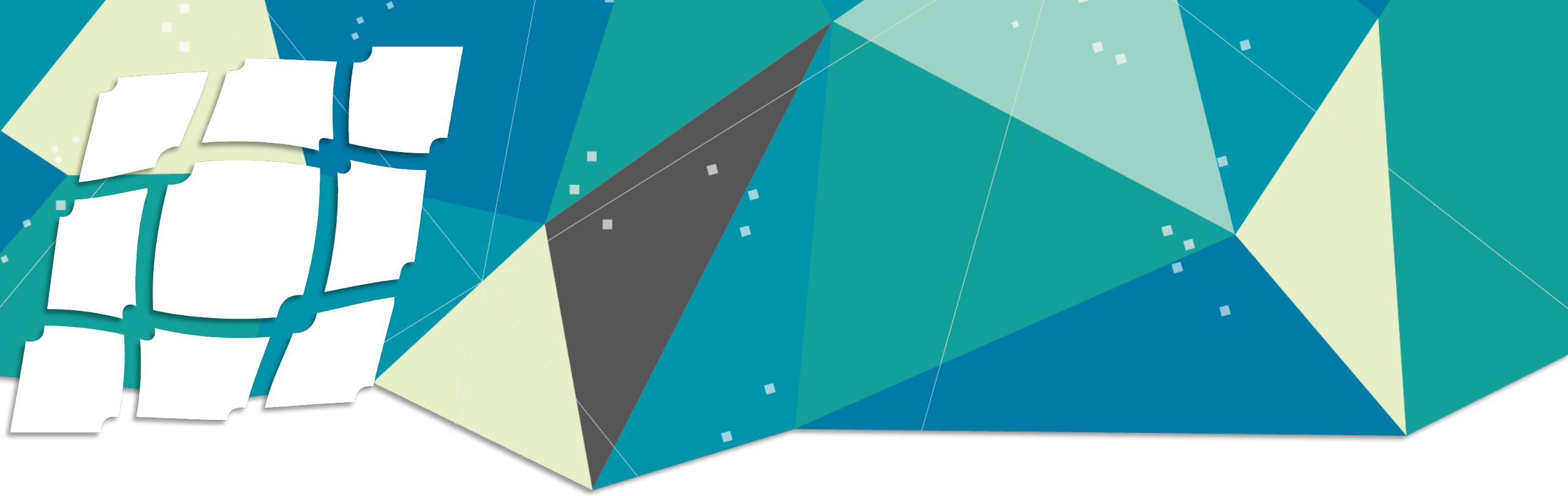
Adapted from Pawson (2007)

Module 6: Monitoring and Evaluation (M&E)

- Defining of **key concepts** of monitoring and evaluation
- The **relevance** of monitoring and evaluation
- **Types** of monitoring and evaluation
- An **integrated approach** of monitoring and evaluation
- Approaches to **collecting data**

COACH+ Partnership





RheinFlanke gGmbH

Only those who get a chance can make the most of it!

- Sport-based youth and educational work -

Julian Egeland





„Like me, RheinFlanke believes that you can achieve social integration through sport - from the football pitch to apprenticeships.“

– Fußball Weltmeister Lukas Podolski –

HOW WE WORK

Sport: Sport as a method of educational work facilitates access to the target group. Our target group gets moving, socialises and prevents health and mental health problem

Support: Sport serves to build a trusting and lasting relationship with the participants and creates a bridge to low-threshold support services.

Education: Sport enables social learning processes. Skills are discovered and strengthened through play, which form the basis for respectful interaction and professional integration.



As a recognised provider of sports-related youth and educational work, we have been implementing this concept at nine locations in North Rhine-Westphalia with almost 140 employees since 2006.

Hauptstandort
Deutschland

Köln
Zentrale

Standorte
NRW

Gelsenkirchen
Düsseldorf
Köln-Gremberghoven
Köln
Bonn
Hürth
Bedburg
Grevenbroich
Meckenheim

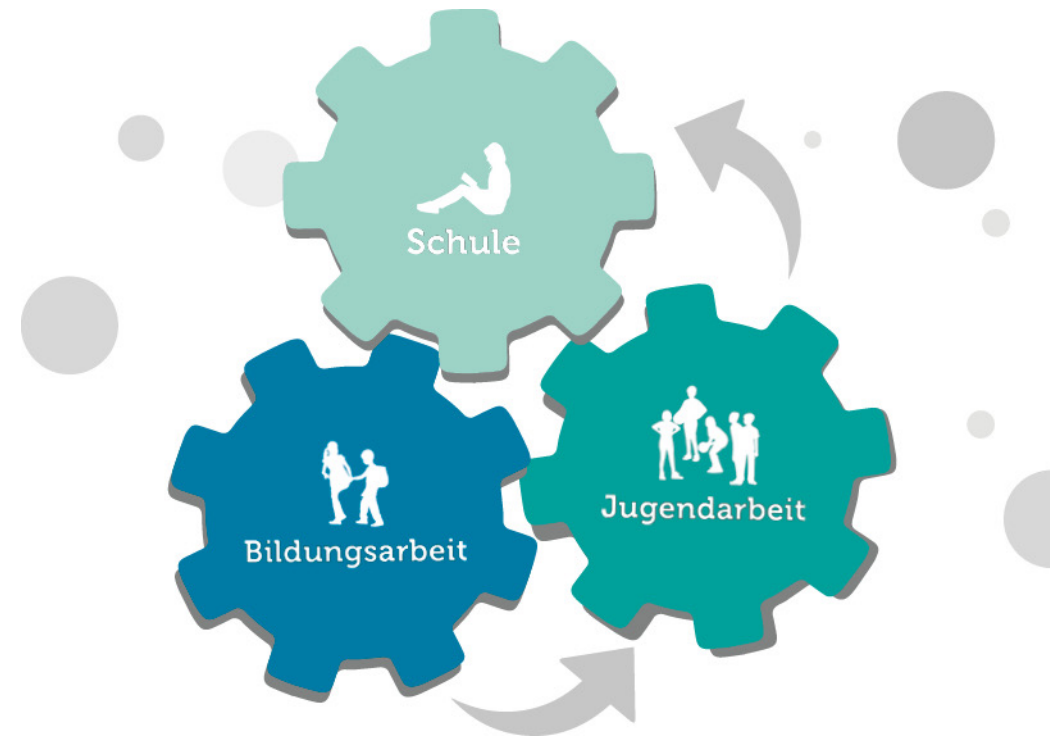
RheinFlanke works reliably with clients at European, federal, state and municipal level as well as with employment agencies, job centres and civil society actors.

WHAT WE DO

Youth work: With its low-threshold and needs-orientated approach, RheinFlanke reaches children and young people in their social environment. Sport, as the basis of the educational work, facilitates access and enables social learning processes.

School work: In schools, RheinFlanke sees itself as a cooperation partner that thinks systemically, recognises pupils' needs and develops solutions. RheinFlanke tailors its services to the needs of schools.

Educational work / „Academy“: In addition to extracurricular educational programmes, RheinFlanke also offers training courses for teachers and multipliers. As a recognised educational institution, RheinFlanke carries out measures in the area of activation and professional integration.





The RheinFlanke Academy is an initiative of RheinFlanke and the *MOBILEE* platform for social work with sport.

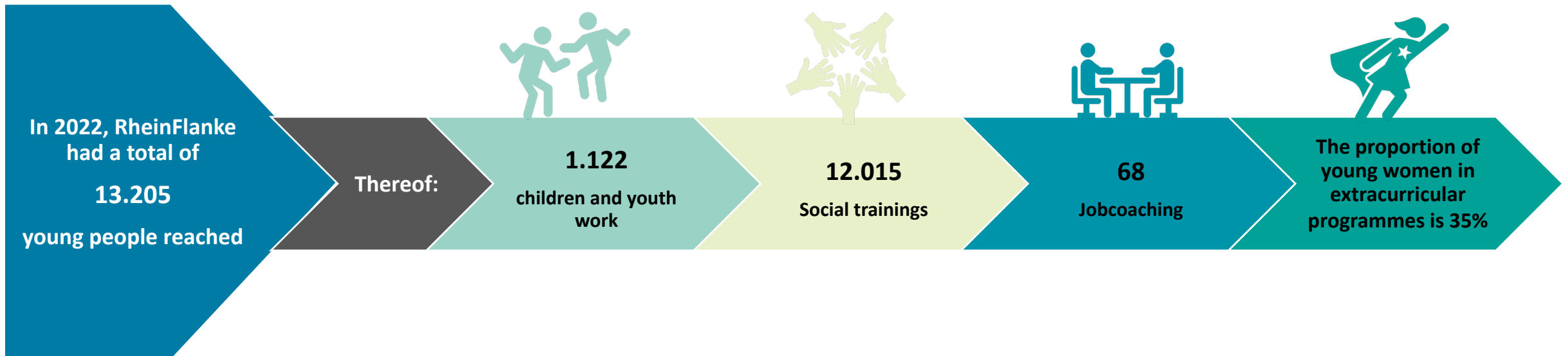
Goals:

- **Initiating social change through sport-based methods**
- **Solutions for social tasks and problem areas**
- **Strengthening the social orientation of sports clubs**
- **Additional qualification of pedagogical specialists**
- **Long-term recognition of sport-related social work**

<https://rheinflanke.de/akademie/>



Numbers





RheinFlanke





COACH+ MOOC

- **In-depth, but concise content** on most relevant aspects of an effective Sport-for-Employability programme (scientifically prepared)
- **Helpful guide** on how to systematically approach the design and implementation of core aspects into a programme
- Opportunity for **individual customisation** depending on the prioritisation of certain areas regarding the respective framework/preconditions of your organisation
- **Great template** to check the status quo of your organisation in terms of SfE-programmes
- Possibility to **jump modules** and just work on a specific theme

Thank you very much

RheinFlanke gGmbH

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COMMON GOAL



Zertifiziert für die Akkreditierungs- und Zulassungsverordnung Arbeitsförderung (AZAV)



Sport and Employability

**Zachariah Okusi, Sport & Education
Team Leader, Sport 4 Life UK**

Sport 4 Life UK history

- Founded 2006
- Birmingham, West Midlands
- Vision to change lives through sport
- Journey 2006 - 2024



Youth unemployment

- Unemployment rate 12.7% (4.4%)
- Economic inactivity 39.7%
- Long-term unemployed 16.7%
- Under-resourced and ethnically diverse cohorts suffer worse
- Underemployment (18-24s)
- Sports-based employability interventions support multiple returns on investment
- *Reports from: SFDC, YFF*

**CHANGING LIVES THROUGH
THE POWER OF SPORT**

sport4life.org.uk



RECRUITMENT

ENGAGEMENT

PROGRESSION



Referrals from:
Partner organisations
Sport engagement
Community outreach
Digital



SIGN-UP

**INTAKE
ASSESSMENT**



Young people aged 11 to 29 are profiled to determine their eligibility and the tailored route that they take through the service.

MENTORING



Mentoring is the key activity that runs throughout a young person's journey.

**TRAINING
ACTIVITIES**

Young people progress onto structured group-based training activities:
Qualifications
Employer Encounters
Sport
Social Action
NCS



NEET young people (aged 16 to 29) progress into education, employment, or training.

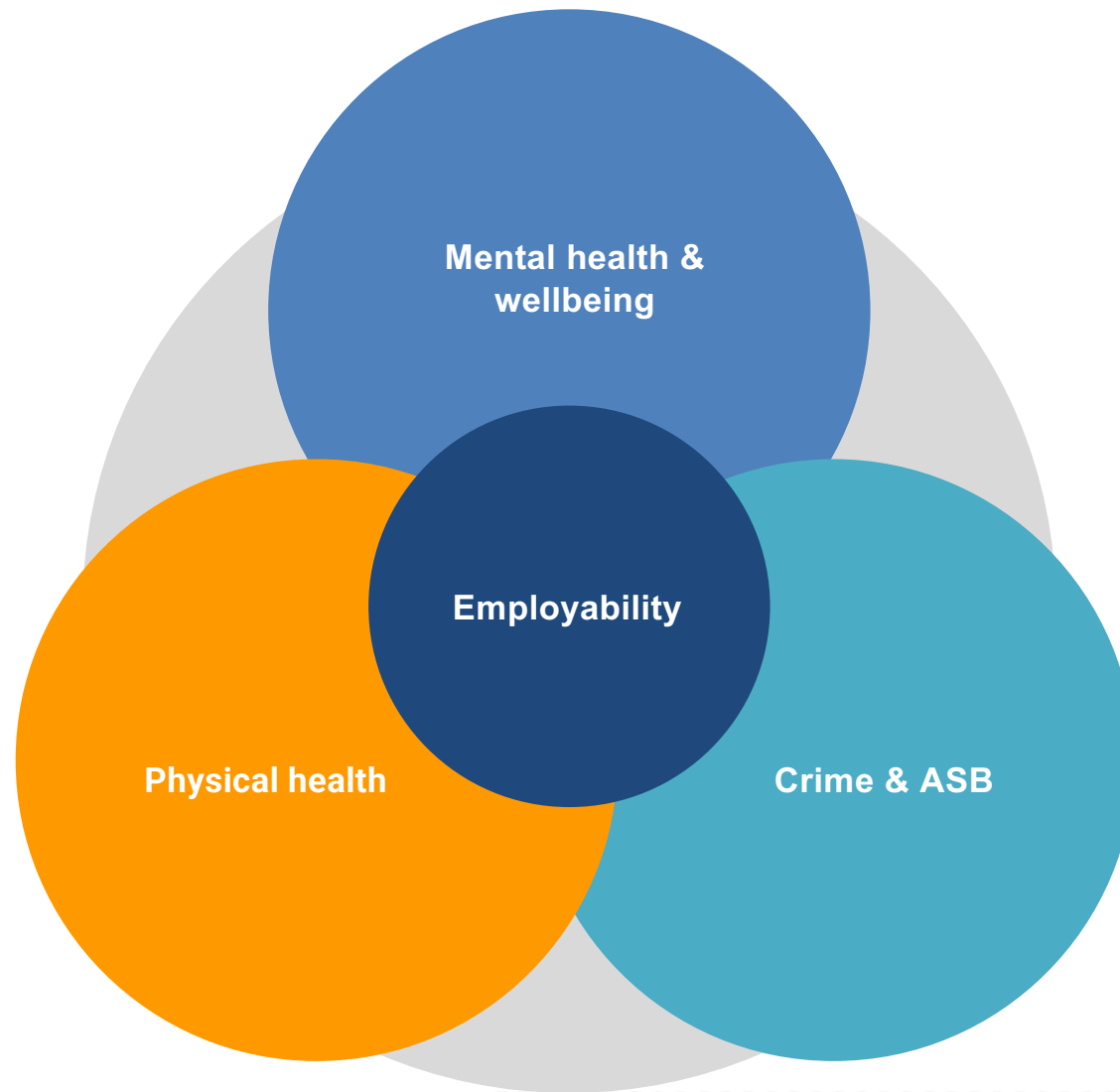


**PROGRESSION
OUTCOME**

**ONGOING
SUPPORT**

EET young people (aged 11 to 18) progress within education, employment, or training.





2023 Year - Key Impact Stats

Impact	
Young people	🏀 2,102 engaged and 🏀 1,293 meaningfully supported
Outcomes	<ul style="list-style-type: none">🏆 601 improved mental wellbeing🏆 461 improved life skills, 339 improved employability skills🏆 505 completed social action project🏆 249 gained a qualification🏆 147 NEET to EETs (79 job outcomes) <p>↑ 8 of 10 young people improved wellbeing, life skills, employability skills</p>
Validity	<ul style="list-style-type: none">✅ Outcome STAR (life skills)✅ WEMWBS (mental health and wellbeing)✅ Evidence threshold✅ Externally verified

Size and Scale

£2m

Revenue

Income from grants, trusts and foundations, contracts and commissioned work, and corporate support.



By 2027:

- £4m revenue
- Leading consortiums
- Growth in contracts landscape
- Rise in philanthropy

30

Staff

Operational staff (on the ground delivering activities) and a Functions team providing back-office and business development support.



By 2027:

- Growth in staff numbers
- National recruitment

WM

Region

Delivering sports-themed employability programmes to young people aged 11-29 across the region, with key hubs in B'ham, Solihull and Sandwell.

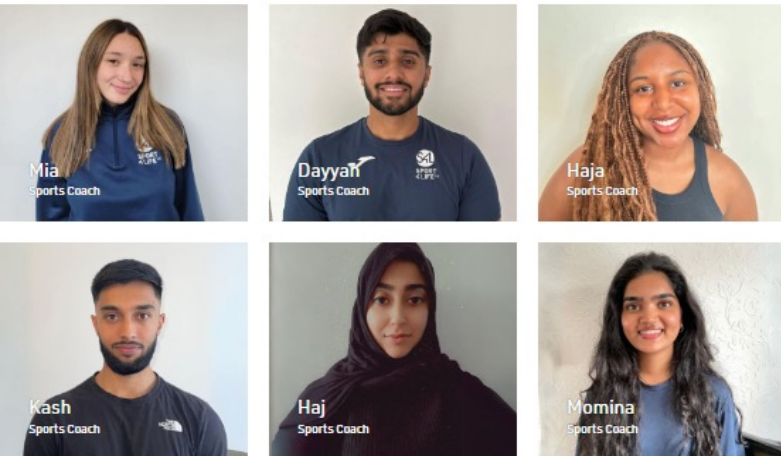


By 2027:

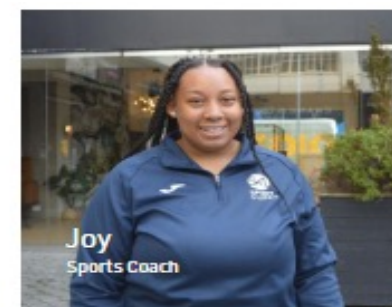
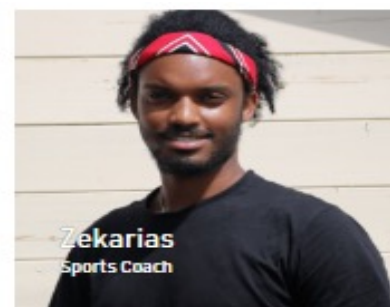
- London, NW, UK-wide
- Supporting a network of organisations with capacity building to reach more young people



Sport Specific



Sport 4 Life UK Coaching Team



NEET SPORT



MARTIAL ARTS



FOOTBALL



SOCIAL SPORTS



BOXING



GREAT BIRMINGHAM SOCIAL



EMPOWER HER SOCIAL

COACH+ MOOC

- THE MOOC is a **great framework** for people to have an in-depth understanding of the sport-for-employability sector.
- The system provides you with information **to complete modules at your own pace** being able to jump in and out of the modules as you want.
- The MOOC **emphasises the use of sports to develop employability skills**, which is directly relevant to Sport4Life's mission of helping young people gain skills and qualifications for future employment.
- As an organisation we can use this **tool to develop our existing coaches** who a lot of them are from originally NEET backgrounds.

<https://sport4life.org.uk>



NATIONAL ASSOCIATION OF YOUTH WORKERS SERBIA

Ivana Novakovic

YOUTH WORK IN SERBIA



YEAR 2009

- *Bottom up initiative to find common ground on national level*
- *National Association of Youth Workers – NAPOR*

YW DEFINITION - BASED ON THE AGREED PRINCIPLES

- Youth work is **planned program** of educational character, created with the purpose of providing **support** to young people in the process of independence, guided by the youth workers in their **personal and social development**, in order to become **active members of society** and **participants in the decision-making** processes. The idea of youth work is to create a **safe environment** and opportunities for active participation of young people on a voluntary basis, in the process of acquiring **competencies and testing values**.



Youth work is:

- a) complementary to formal education;
- b) carried out by youth workers;
- c) done within the framework of non-formal education.

ETIČKI KODEKS OMLADINSKIH RADNIKA/CA

etički principi



tretiraju mlade ljude
sa poštovanjem



poštuju i promovišu
prava mladih da
donose svoje izbore
i odluke



promovišu i
obebeđuju dobrobit
sigurnost mladih



doprinosu promovisanju
društvene pravde za
mlade i društvo u celini

profesionalni principi



uviđaju i razumeju
granicu između ličnog i
profesionalnog života



odgovorni su prema mladima
njihovim roditeljima i starateljima
kolegama i širem društvu



razvijaju veštine i
kompetencije koje su
potrebne za posao



podstiču i uključuju se
u debate o etici u
omladinskom radu



rade sa službama
institucijama koje
razmatraju navedene
principe

YW types

*active
citizenship and
political
awareness;*

*healthy
lifestyles and
well-being;*

*prevention of
social
exclusion;*

*life skills
education;*

*intercultural
and
international
awareness;*

*environmental
protection;*

*youth
counseling and
informing;*

*quality leisure
time*



QUALITY STANDARDS FOR YOUTH WORK PROVISION

- Document: *Quality standards for youth work programs* and the mechanism for its implementation (2011, revised 2014/2021)
- Pool of accreditors (experienced youth workers with advanced supervision skills)

QUALITY STANDARDS FOR YOUTH WORK PROVISION



1. There is a planned youth work program
2. Personal and social development of young people
3. Voluntary and active participation of young people
4. Enabling continuous testing of youth values and beliefs
5. Encouraging and promoting diversity
6. Human resource management
7. Cross-sectoral cooperation and cooperation within sector
8. Protection and safety of youth



...
NAPOR
za profesionalnost

NAPOR FOR PROFESSIONALISM

- Program for **two** vocational levels (Youth Leader and Youth Worker)
- Multi- modular training program
- Validation of previously gained competences in youth work.



RECOGNITION OF THE YOUTH WORK PROFESSION/OCCUPATION

- 2022
- National qualifications for youth workers at levels V, and VII;
- Study program for formal education in cooperation with the Rectorate of the University of Belgrade.

RELEVANCE OF THE MOOC

- It serves as a **critical resource**, providing accessible, high-quality educational content that is specifically tailored to meet the needs of professionals working at the intersection of youth work and sports, as well as in their separate fields. This ensures that a **broad range of practitioners** can benefit from the specialized knowledge offered.
- It is **available and self-paced**, allowing an unlimited number of individuals to access this content at their convenience. Participants can explore the modules on their own schedule and choose which sections they wish to delve into, making the learning experience flexible and user-driven.

- It facilitates the **acquisition of knowledge** about the fundamental principles and values of Sport Plus and Youth Work, serving as an excellent starting point for further research and the gaining of practical experience. This is crucial for professionals looking to enhance their competence and effectiveness in their fields.
- It offers **an opportunity for self-reflection and self-assessment** regarding one's work in relation to the modules presented. It encourages learners to critically evaluate their own practices and identify areas for improvement based on the concepts discussed in the MOOC.

NAPOR

effort

being difficult

THANK YOU!





CONTACT

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OFFICE@NAPOR.NET
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“Together strong for a strong local sports policy, for and with sports”

Netwerk lokaal Sportbeleid
Matthias Van Acker- Project member

“Network Local Sport policy”

Member organisation & knowledge centre

Active in and involved in **municipal sports policy, sports and leisure services, aldermen.**

Creating opportunities for strong Local Sports policy (Flanders & Brussels)

- Sport participation & neighbourhood /grassroots/community sports
- (Public) sport infrastructures & Public Space
- (Public) Swimming pools & Open water
- Daily work of the local sport policies
- Sport Club Support



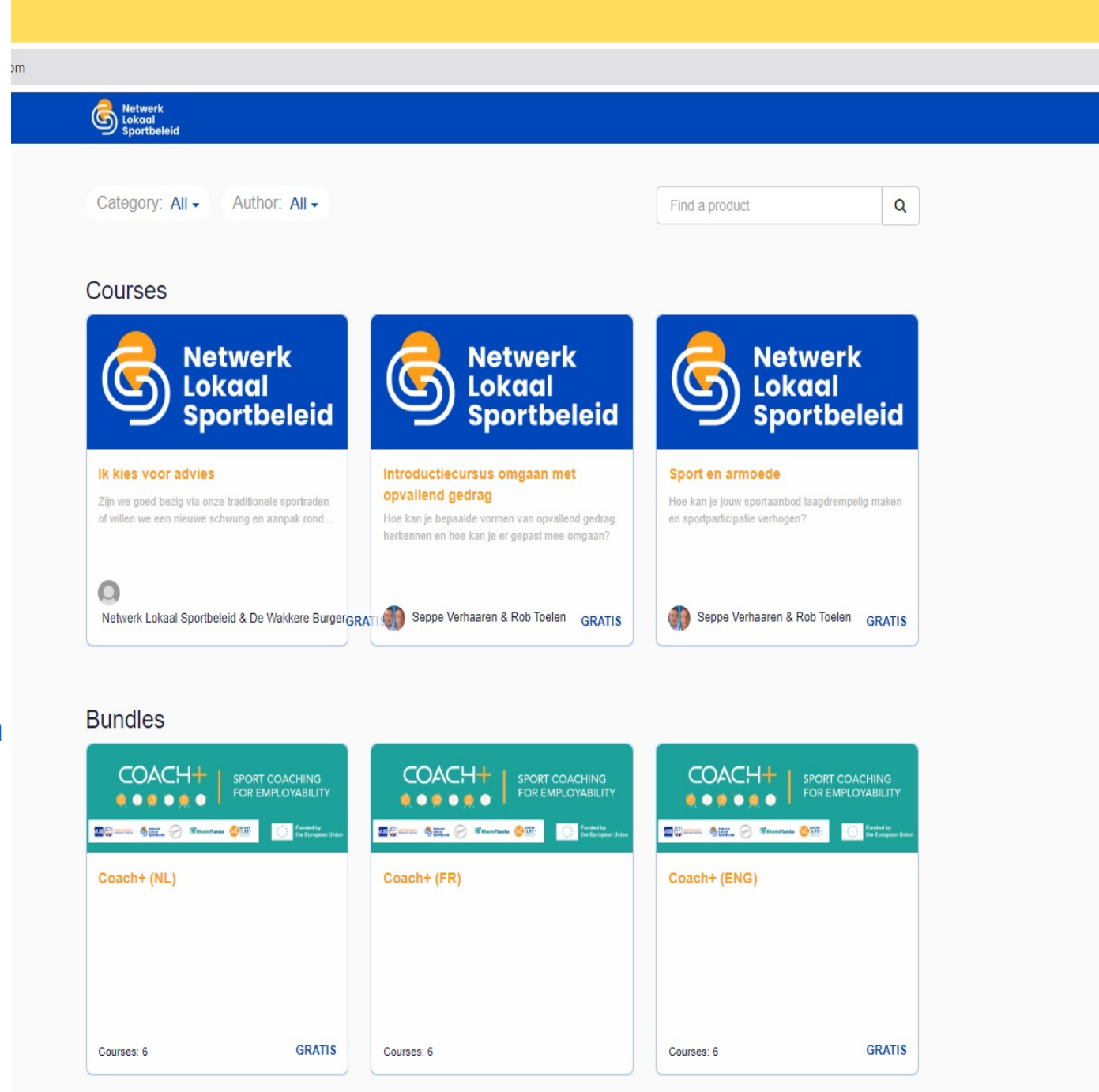
“Network Local Sport policy”

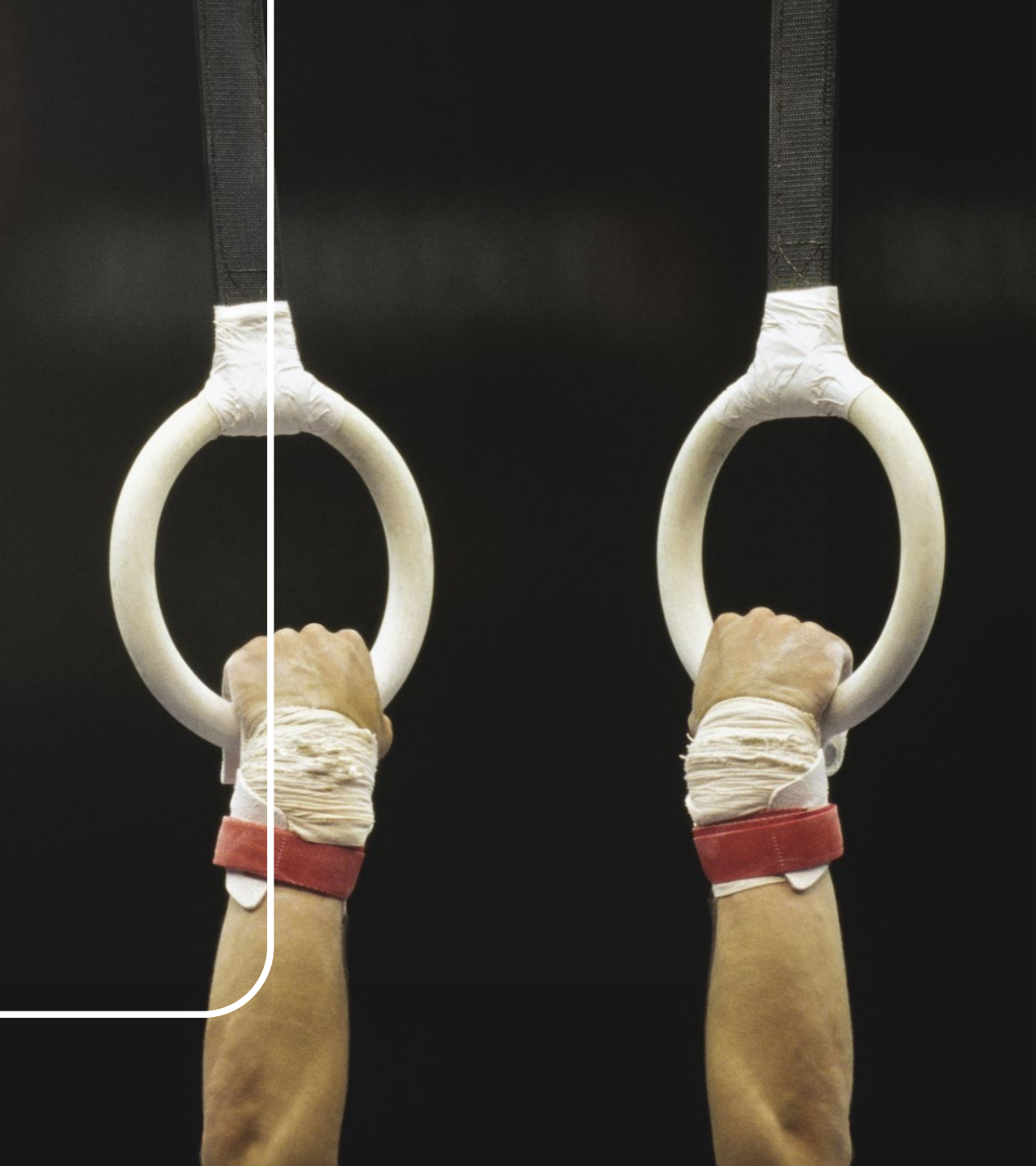
- Thematical workshops, collegial meetings and networking events
- Learning with and from each other
- Working together



Our role in the COACH+ project

1. Co-writer of the practical review: case studies
2. 'owner' of the e-learning platform (Teachable)
3. Importer of the e-learning content in the platform
 - English
 - Dutch
 - French





Value of the MOOC

- **(Missing) Link** between 'world of youth work' and Sport/training
- **Tool for sport coaches** who do not have experience with NEETs
- To **'create' a broader sport coach**
- Complete the training **at your own pace**
 - Individually
 - Or in group
- Goal:
 - **Learning soft skills** to NEETs in an experiential way
 - To get **stronger in society** and on the labor market



<https://www.lokaalsportbeleid.be>

Q&A

Conference programme (in CET)

10:00 - 11:15	introducing the topic (<i>plenary session 1 - hybrid</i>)
11:15 - 11:30	<i>coffee break</i>
11:30 - 12:30	COACH+ MOOC and the partnership (<i>plenary session 2 - hybrid</i>)
12:30 - 13:30	<i>lunch</i>
13:30 - 14:50	competencies for coaches and mentors (<i>parallel interactive sessions</i>)
15:00 - 16:00	panel discussion on policy recommendations (<i>plenary session 3 - hybrid</i>)
16:00 - 17:00	<i>networking moment</i>

Check your badge

group 1



group 2



CONFERENCE ON SOFT / EMPLOYABILITY SKILL DEVELOPMENT THROUGH SPORT-PLUS COACHING

Lunch break

The panel discussion starts at 3:00 pm (CET)



Co-funded by
the European Union



SPORT & SOCIETY
RESEARCH GROUP



Panel discussion

Florencia Van Houdt

Head of the Unit for Sport at the European Commission

Jeroen Vanderputte

Director Netwerk Lokaal Sportbeleid (Network Local Sport Policy) - Flanders, Belgium

Jelena Stojanovic

Director NAPOR (National Association of Youth Workers) - Serbia

Fred Coalter

Professor Research group Sport & Society – Vrije Universiteit Brussel - Belgium

CONFERENCE ON SOFT / EMPLOYABILITY SKILL DEVELOPMENT THROUGH SPORT-PLUS COACHING

Thank you for your participation

Check our website:

<https://www.sport4employability.eu>



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Network
Lokaal
Sportbeleid



 **RheinFlanke**



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