

Building a Participation Legacy from the London 2012 Olympic and Paralympic Games in Disadvantaged Areas



*Laura Hills, Simon Bradford, Craig
Johnston*

Brunel University

March 2013

Executive Summary

The *Building a Participation Legacy from the London 2012 Olympic and Paralympic Games in Disadvantaged Areas* project aimed to:

- develop a sustainable sporting legacy via an enhanced sports capacity in local communities;
- encourage positive behaviour change amongst participants;
- increase sport and physical activity levels



The Brunel research focused on learning what factors contributed to building the StreetGames participation legacy.

The Executive Summary provides an overview of key findings that constitute the defining characteristics of the StreetGames Legacy projects. This is followed by a summary of key learning about ‘what works’ in planning and delivering legacy projects. The report then provides a brief background to the project with the research outcomes designed by StreetGames. The methods and an overview of the case studies follow this section. The findings are then presented in relation to how they address each of the research outcomes. The Appendix of the report includes the Review of Literature, the Report on the Survey Data, and the Good Practice Guide. This report is accompanied by the Legacy Evaluation Framework and information for the following How to Guides: Reaching and Engaging Young People; Right Place, Right Time; Coaching; and, Volunteering.

Characteristics of the StreetGames Participation Legacy

Increased participation

The five Legacy Projects delivered vibrant, attractive sport experiences to diverse groups of disadvantaged young people in England and Wales. Each project developed their sporting legacies using doorstep sport methodologies which ensured that the wide range of activities that were offered were accessible, affordable, and delivered in StreetGames’ signature informal, supportive style. These characteristics helped to insure that all case studies exceeded their participation goals. StreetGames sessions attract young people who rate themselves as primarily inactive in their free time as well as those who are more active, indicating their ability to enhance participation in some of the statistically most inactive members of the population.

High levels of activity

One of the greatest health-related impacts of StreetGames is the high activity levels of young people in their sports sessions. Young people on average rated StreetGames as the place where they were most active compared to school, sport clubs and home. In addition, they perceived that they reached a high level of exertion during StreetGames sessions. This finding is supported by our observations which demonstrated young that young people were highly active during the sports sessions. Young people felt that they got more fit as a result of the sessions and rated fitness as one of the top three reasons for attending StreetGames programmes.

Meeting the participation needs of diverse groups

The legacy projects demonstrated understanding of how to deliver sports programmes that meet the needs of diverse groups of young people. Each of the legacy projects had innovative success stories of working with different groups of disadvantaged young people including: girls, migrant communities, communities where safety was a concern, BME groups, and young people with little previous interest in or experience of sport.

Effective leadership

Coaches were a key contributor to success of the Legacy projects. The quantitative data indicated that many young people felt StreetGames coaches helped them to be active more than teachers, family or friends. This was supported in the qualitative data which indicated that young people valued the trusting, positive relationships that they had with their coaches.

Enjoyable, attractive programmes

Young people identified fun, friends and fitness as the most enjoyable aspects of StreetGames sessions. The finding that young people perceived StreetGames sporting experiences as fun should not be underestimated as the research indicates that StreetGames is attracting some of the most difficult to reach young people who do not consider themselves sporty and who may not enjoy other sporting environments.

Improved social skills

Young people also felt that there were social benefits to attending StreetGames sessions. Playing with their peers, meeting new people, working in teams, and developing positive relationships with adults were all described as benefits of the programmes. Some of these young people discussed how these social relationships transferred outside of StreetGames giving them new confidence in their social skills.

Opportunities for progression

The Legacy projects encouraged young people to develop skills further by becoming peer mentors and volunteers or joining other sports clubs. These experiences helped young people develop new confidence in themselves, new knowledge and skills, and new aspirations for the future.

Olympic and Paralympic legacy

Initially, young people expressed limited interest in the Olympics and Paralympics with limited beliefs about how it might relate to them. Young people's views changed after the events with most feeling that they were inspired to do more sport and wanted to try some of the new sports they learned about.

For development

The Legacy projects have provided a much needed infusion of resources into the case study areas. Over 3000 young people benefited from the programmes and the research revealed many of the strengths of StreetGames' approach to delivering sport in disadvantaged communities. One area that may strengthen StreetGames' demonstration of their specific successes is working with coaches and programme coordinators to develop strategies for embedding desired aims and outcomes into delivery and evaluation plans. The Legacy Evaluation Framework that accompanies this report provides information that will contribute to this process.

Table of Contents

Executive Summary	2
Characteristics of the StreetGames Participation Legacy	2
Learning about what works	6
Background.....	10
Methods	12
The Participation Legacy Case Studies	14
Findings	28
Outcome 1: The nature and type of interventions at the project outset and how these evolve over time	28
Outcome 2: The extent to which the interventions are providing appropriate opportunities for 11-25 year olds to take part in sport and active recreation within the pilot areas	32
Outcome 3: The extent to which the interventions are resulting in changes in sports and physical activity amongst participants.....	35
Outcome 4: The effectiveness or otherwise of measures taken to generate high retention levels and to minimise drop-out.....	39
Outcome 5: Whether the knowledge, skills and attitudes amongst participants are changing and in what ways	44
Outcome 6: Whether health/sports literacy or sporting citizenship is beginning to develop among participants so as to help them to ‘make their own way’ in sport and whether this is compatible with doorstep sport.....	49
Outcome 7: Whether there are any emerging psycho-social outcomes for participants, such as increasing self-esteem, confidence, body image and positivity and improving attitudes to learning and working.....	52
Outcome 8: What strategies and processes are being most successful in helping to create lasting structures for enhancing participation and engaging with young people	55
Outcome 9: What is being learnt about the barriers and facilitators to participation	58
Outcome 10: The impact of the intervention on volunteering and the local sports capacity	65
<i>Volunteer Pen portraits.....</i>	<i>70</i>
Outcome 11: Whether participation is changing/ challenging the working practices of sports and physical activity workers	75
Outcome 12: Whether the physical environment, infrastructure and facilities that promote behaviour change are changing as a result of the interventions	76
Outcome 13: The extent to which the outcomes from formal sport, less formal activity and health interventions are similar/different	77
Outcome 14: How best to build a lasting legacy from 2012 in terms of increasing opportunities to take part in sport and be physically active	78
Outcome 15: Building a legacy – the 2012 Olympic Games.....	81
Appendix A –Literature Review	82
Appendix B Quantitative Findings	98
Building a Participation Legacy: Good Practice Guide	119

Learning about what works

The StreetGames participation legacy includes learning about what works when creating programmes for socially disadvantaged young people. Key emerging issues from the research are outlined below.

Programme Planning

The StreetGames legacy projects provided substantial information about what works when planning programmes for young people from disadvantaged backgrounds. This included information on partnership work and local knowledge, marketing, costs, incentives, timing, access, types of activities, and safety.

Partnership work and local knowledge

- Individuals with local knowledge and local contacts are effective in the initial engagement and developmental phase of a StreetGames funded project.
- Developing partnerships and a presence in the community can be crucial for StreetGames staff as it underpins the successful development of new projects and the sustainability of on-going work.
- Engaging young people in new locations is facilitated by working with individuals and organizations who have established relationships of trust with young people in the community.
- Familiarity and trust were perceived to be the foundation for successful recruitment of disadvantaged young people who may feel excluded from or uncomfortable with other sporting spaces.

Marketing

- Advertising through existing and familiar networks, such as schools and youth clubs, helps to engage young people.
- Word of mouth was identified as the best way to market programmes.
- Taster days were successful and were perceived to help young people overcome anxieties about sport sessions.
- Social media was used by some groups to market programmes, remind participants of activities, and for informal communication.

Costs

- Offering free sports sessions was a key factor in engaging disadvantaged young people in the Legacy Projects.
- Small fees may be feasible in some cases but should be introduced after consultation with young people.

Incentives

- Incentives were well received and useful for building rewards and creating a sense of belonging.
- Volunteers enjoyed having t-shirts that designated their role and felt that it gave them status within and beyond StreetGames sessions.

Timing

- Session times needed to fit the perceived needs of particular age, ethnic and gender groups.
- Cost of facilities also influenced when sessions could be delivered.

Access

- Offering activities in easy to access facilities was a key to success.
- Some sporting spaces were perceived as 'neutral' territory and enabled young people from different neighbourhoods to engage in sports together. There was also a risk of sessions being taken over by particular groups which minimized their inclusiveness.
- Some young people enjoyed the chance to use new or well-equipped sports facilities. When attracting new participants, however, it may be more productive to offer activities in familiar spaces within the neighbourhood.

Type of Activities

- Football was the most widely offered activity for males.
- Many young people, however, enjoyed the opportunity to try new activities such as climbing or handball.
- The young people were inspired to try Olympic and Paralympic sports.
- Young people enjoy the opportunity to choose activities and to influence the organization of activities. For some young people this means trying new activities; however, some young males would only play football.

Safety

- For participants, feeling safe traveling to sessions as well as in sessions was crucial for attendance.
- Coaches needed to consider time and place in relation to 'territorialism' and perceived risks - particularly in unfamiliar neighbourhoods.

Programme Delivery

Young people were very positive about the StreetGames' coaches and delivery style. They perceived that they were enjoying the activities and benefiting from being involved.

Leadership

- Coaches were crucial to the success of StreetGames projects.
- Young people particularly valued personal qualities such as being easy to talk to, good sense of humour, friendliness, and trustworthiness.
- Young people viewed their relationships with StreetGames coaches as different than other adults as it was more relaxed, fun, friendly, and more equitable.
- Coaches were viewed as role models by many young people.

Organization

- Young people stated that having fun was a key motivator for attending StreetGames sessions.
- Playing with friends and making new friends were key aspects of having fun.
- Young people also enjoyed the informal and friendly organization of StreetGames sessions.
- High levels of activity were also perceived as a fun part of StreetGames sessions.
- Opportunities to work with other people on teams or in groups were considered to be fun and helped young people feel connected.

Friendly Competition

- Some young people were highly motivated by competitive sport, particularly young skilled males participating in traditional sports.
- Some young people do not like competition and enjoy more relaxed sporting environments.
- Coaches were able to organize sessions that were inclusive of different age, gender, and ability levels using less traditional sports, ensuring teams were evenly matched, and creating an informal, fun environment.
- Peer mentors were used to help create a friendly, supportive atmosphere.

Coaching and Young People's Development

- Coaches were motivated to use sport to help young people develop personally and socially.
- Much of the work on development and pro-social learning occurred informally through the relationships that the coaches established with young people and through young people's experiences in the sports programmes.
- Coaches found introducing pro-social learning into sessions challenging; however, there were some examples of projects who successfully addressed issues of social cohesion and health.
- Coaches found that young people wanted to discuss personal issues and problems and would have liked more training on how to deal with this professionally.

Perceived Benefits

- Young people feel that the StreetGames sessions have helped to increase their fitness levels and their willingness to try new sports.
- Young people identified a range of reasons why they enjoyed StreetGames sessions including fun, fitness, friends, relaxation, excitement and increased confidence.
- Meeting new friends from different backgrounds and enhancing relationships with friends in school were seen as positive social benefits from StreetGames sessions.
- StreetGames sessions have helped some disadvantaged young people learn that sport can be fun, rewarding, and inclusive which serve as important precursors to participation.

Sustainability

Key elements of sustainability included opportunities for young people to progress into other sports and clubs and to become volunteers and peer mentors.

Sporting Pathways

- Programme managers and coaches worked with local partners to create sporting pathways for young people which encouraged them to develop their sporting interests in more formal clubs.
- Encouraging young people to progress in sport helped to build confidence and encouraged young people to invest more in their sporting interests.

Volunteers

- Developing volunteers and peer mentors was a key component of the StreetGames programmes.
- Volunteers were typically recruited by coaches but sometimes young people helped their friends get involved.
- Volunteers and peer mentors help maintain the interest and participation of other young people.
- Positive aspects of volunteering include increased confidence and reinforcing positive qualities such as reliability, punctuality, and leadership skills.
- Volunteers require a large investment of time and training from the coaching staff.

Background

Following a successful bid to the Coca-Cola Foundation, StreetGames launched the *Building a Participation Legacy* research project which aimed to build 2012 Games legacies within five pilot areas: Newcastle, Newham, Newport, Pendle, and Birmingham. The five pilot interventions were based within areas of high deprivation, including those with 'hard to reach' and multi-ethnic communities.

The programmes were asked to use the StreetGames methodology of 'doorstep sport' and the inspiration of the London 2012 Olympic and Paralympic games to build a sustainable legacy, and in doing so:

- Improve the physical activity levels of circa 500 young people aged 11-25 years living in each of the five deprived areas.
- Enhance the local sports capacity in each area (coaches, volunteers, clubs and access to facilities) in order to make community sport sustainable.

The overall aims of the Legacy project were:

- develop a sustainable sporting legacy via an enhanced sports capacity in local communities;
- encourage positive behaviour change amongst participants;
- increase sport and physical activity levels.

Brunel University was commissioned to undertake process-based research in order to find out 'what works' in developing a participation legacy. In particular, the evaluation team was asked to consider the following evaluation criteria:

1. The nature and type of interventions at the project outset and how these evolve over time
2. The extent to which the interventions are providing appropriate opportunities for 11-25 year olds to take part in sport and active recreation within the pilot areas
3. The extent to which the interventions are resulting in changes in sports and physical activity amongst participants
4. The effectiveness or otherwise of measures taken to generate high retention levels and to minimize drop-out
5. Whether the knowledge, skills and attitudes amongst participants are changing and in what ways
6. Whether health/sports literacy or sporting citizenship is beginning to develop among participants so as to help them to 'make their own way' in sport and whether this is compatible with doorstep sport

7. Whether there are any emerging psycho-social outcomes for participants, such as increasing self-esteem, confidence, body image and positivity and improving attitudes to learning and working
8. What strategies and processes are being most successful in helping to create lasting structures for enhancing participation and engaging with young people
9. What is being learnt about the barriers and facilitators to participation
10. The impact of the intervention on volunteering and the local sports capacity
11. Whether participation is changing/challenging the working practices of sports and physical activity workers
12. Whether the physical environment, infrastructure and facilities that promote behaviour change are changing as a result of the interventions
13. The extent to which the outcomes from formal sport, less formal activity and health interventions are similar/different
14. How best to build a lasting legacy from 2012 in terms of increasing opportunities to take part in sport and be physically active
15. The impact of London 2012 Games on local decision making and resource allocation in the four target areas.

The report is structured around these themes.

The Brunel University research comprised the following elements:

- Review of relevant literature with particular emphasis on issues impacting disadvantaged young people and volunteering
- Initial site visits to each case study to familiarise the research team with each case study through interviews with project managers, visits to activities, and introductions to coaches and participants
- Regular site visits to case studies to gain understanding of how programmes evolved and to engage in data collection
- Formal and informal interviews with staff, volunteers, coaches, peer mentors, and participants
- Focus groups with participants
- Baseline and final Physical Activity Questionnaire
- Identification of a Staff Researcher in each case study
- Staff Training event at Brunel University
- Observation of activities in each case study
- Development of a Legacy Evaluation Framework
- Development of a Good Practice Guide
- Development of resources for 'How to' Guides

Methods

The research project evaluated the five projects participating in the StreetGames Participation Legacy initiative within England and Wales. The focus of the data collection was on gaining an understanding of how to create a sporting legacy for disadvantaged young people. Impact, process and outcome data were collected. Methods included: surveys, observations, interviews, focus groups, and document analysis.

Interviews

Formal and informal interviews were held with key stakeholders including: participants, sports development officers, coaches, volunteers, and peer-mentors. Within each of the case study sites, Sports Development Officers or area Managers identified specific participants and volunteers whose progression could be followed and monitored for change. Informal and formal interviews with coaches, participants and peer-mentors occurred on visits during the data collection.

Focus Groups

Focus groups were used to discuss participants' experiences associated with the Legacy projects. The focus groups explored issues such as barriers, challenges, attractors, participation levels, and changes in attitudes, skills and knowledge as well as addressing perceptions of London 2012.



Physical Activity Surveys

Pre/post physical activity surveys were distributed near the beginning and at the end of the Legacy project. The surveys were designed to gain insight into characteristics of participants, their attitudes towards sport and the Legacy Project, and to gain understanding of how well the programmes were addressing the aims and outcomes of the initiative. The surveys were organised into sections: demographics, questions about what you do, questions about this session, questions about what you think. The findings of the baseline survey also served as a basis for designing interview and focus groups questions.

Observations

The researcher attended sessions in each of the case studies to observe activities and interactions between young people, peers, and staff.

Staff Researchers

A member of staff in each case study was selected to be a staff researcher. This role entailed serving as a primary contact for the research team, participating in a staff research day, and helping with the data collection. The staff researchers attended a training day at Brunel University and participated in our annual Researching Youth Sport Conference. During the training day staff researchers shared their perceptions of benefits and challenges of the Legacy projects, received training on research methods, and developed an interview guide to use with participants. A Wiki page was created where they could post the results of their interviews. Each of these researchers was also involved in survey distribution, assisting in focus groups and interviews. In one case, a staff researcher was not deemed appropriate and a group leader was designated as point of contact.

Limitations

There were some limitations to the research that may have impacted the findings.

- The views of young people who were recommended by coaches or who were most accessible are more widely represented. This could mean that the views of young people who were less engaged in the programmes are under-represented.
- Self-report data from young people including estimations of time and level of activity can be unreliable. To address this, we used data from interview, focus groups and observations to inform the interpretation of survey results.
- The surveys indicate that StreetGames is effectively helping young people. However, few indicators of change emerged. This is most likely due to two inter-related reasons: a. the projects were not designed to be interventions in the traditional sense which affects the potential to measure impact; and, b. there was a year between the pre/post-test and young people who completed the post-test may not have been involved in the projects during the entire time.
- Some of the young volunteers we targeted to observe throughout the study withdrew before the end of the programme so only partial data was collected.

The Participation Legacy Case Studies

This section provides an overview of the case studies. It also provides information relating to the first project outcome: The nature and type of interventions at the project outset and how these evolve over time.

NEWPORT, WALES

Newport, one of Wales' newest cities, forms the gateway between Wales and England. In 2010, the population of Newport was estimated at 141,306 with the second largest number of people from a non-white background in all of the Welsh Councils¹. Newport is also ranked as the fourth most deprived local authority in Wales, with 16% of Lower Super Output Areas (LSOAs) in the most deprived 10% in Wales. Newport has 56% of its LSOAs in the most deprived 50% in Wales², with the inner city area of Pillgwenlly or 'Pill' being particularly well known for drugs, crime and general disadvantage. Pill's poor reputation has seen several investments into sports in the area. Young people and professionals welcomed the StreetGames funding, particularly in helping to support the on-going Basketball and sessions in the Pillgwenlly Millennium Community Centre and a Futsal session at the centrally located Newport Centre.

The Newport team used the StreetGames funding to support eight sports-based programmes in several disadvantaged communities. One of the priorities for Newport was delivering inclusive programmes that could bring young people together from different neighbourhoods and immigrant communities.

The coaches' work in Newport benefited from a longstanding involvement with partners, such as Sport Wales, Community First Sports Development and a large array of local organizations working in both areas, which enabled the StreetGames funded sessions to build upon their established profile and the extensive social networks of the team. Indeed, many of the coaches have grown up locally and /or worked in the area over significant periods of time. Their knowledge of Newport is thus considerable, and includes a familiarity with many of Newport's younger residents and an understanding the main issues locally.

¹ Office of National Statistics (ONS), 2010

² Wales Index of Multiple Deprivation 2011

The Outreach ABC Basketball Coach (Mark) and Futsal Volunteer (Michael) were crucial in facilitating and developing the Futsal and Basketball sessions. They have learnt to work with, support and engage young people in disadvantaged communities in creative and informal ways, with some success. For example, their participants are regularly involved in local football and Basketball tournaments and sports leagues. How some of these sports coaches and volunteers navigate the boundaries of their relationships with young people, while attempting to establish their own professional identities, raises new insights about the function and experience of sport and physical activity in disadvantaged communities.

Indeed, the strength of these eight sessions generally and the successes of the Futsal and Basketball sessions specifically are as much about encouraging young people to engage with those from other, neighbouring communities or even young people different countries as it is about sports participation.

The main focus of our research in Newport was on the team's work in two inner city locations; a mixed basketball session in Pill and an ethnically diverse Futsal session in Newport City Centre. The research team felt that the work they were doing with the Indoor Football and Basketball programmes were having a significant positive impact on the lives of the young people (participants and volunteers) who attended these sessions.

PROJECT STATISTICS

Session(s) by location and type

Gaer on Friday night project, community centre (12+yrs)	Multi-sport Mixed gender and ethnicity (12+yrs)
Somerton (Newport Centre) Futsal and Multi-sport	Male and mixed ethnicity
Ringland MUGA Mondays, (10 – 18yrs), Futsal	Mixed gender and ethnicity
Duffryn Community learn to swim (11-16yrs) High school	Mixed Gender and Ethnicity
Stow Hill Friday night project football (10 - 18yrs)	Males and mixed ethnicity
Pillgwenlly Outreach ABC Basketball (11 – 14yrs) Pillgwenlly community Centre	Males and mixed ethnicity
Ringland Female Dance (10 - 18yrs) Schools	
Pillgwenlly Climbing wall (11 – 14yrs) Pillgwenlly community Centre	Girls and Mixed Ethnicity

Participant Profile

Gender	78% Male	22% Female	
Ethnicity	68% White	32% BME	
Age	9% are Under-11	64% are Under-15	27% are 16-years +

Research

Number of site visits by research staff			7
Number of sessions observed			10
Number of interviews and focus groups			14
Number of young people in interviews and focus groups			18
Ethnicity of interviewees	<i>White</i>	6	<i>BME</i> 12
Gender of interviewees	<i>Male</i>	16	<i>Female</i> 2

Delivery

Total attendance at sessions	4854
New participants at sessions	538
Number of sessions delivered	251

Outputs

Additional coaches	18
Enrolled as volunteers	21
Volunteer hours	467.5
New qualifications achieved by volunteers	6

NEWCASTLE

The StreetGames sessions in Newcastle were based in two disadvantaged communities, and focused primarily on developing multi-sports sessions for young people who lived within these communities. The team aimed to 'work outwards' from its successful facility based sessions to develop, deliver and make sustainable sessions which had clear links for young people to local clubs and sports facilities. The two disadvantaged wards were both ethnically diverse, in keeping with Newcastle as a whole. Nearly 30% of the resident population of each area was Asian, Black or Black British whilst their religious profile suggest a higher percentage of Muslims (6.2%) in the local area than in the city as a whole.

When the StreetGames project got underway in 2011 there were two distinct strands to the work of the coaches in Newcastle: open access sports sessions for local youngsters at their Centre for Sport; and organising holiday sessions and competitions for young people in that local location, and beyond. The StreetGames funding allowed the team to develop two grass root sports-based sessions, through a pro-active outreach approach, in communities with little or no 'indoor' facilities. George and Dan (assumed names) were the main driving force behind the coaching team and the successes they achieved over the research period. Both these coaches grew up in the area, went to local schools, and studied sports development at local colleges. For them, the two new sessions became an important part of their sporting network. George and Dan have a particular pride in 'spotting talent in young people' and have established a reputation that is built very much on the commitment and skills of their volunteers. One of their key aims was to recruit and select young people as volunteers who want to gain the relevant skills, qualifications and experience for organising and leading sessions.

The coaches felt it was important to encourage young people to try a range of sports. This proved problematic, as most of the young people they were trying to reach wanted to play 'football' and were less interested in the proposed multi-sport activities which included: cricket, handball, and dance. Ultimately, the football did evolve into multi sports sessions. This process was accomplished in part because of the efforts and skill of the staff team and the support of volunteers. The young volunteers that were involved were interested in sport, and had a strong desire to develop their skills and to further themselves via education or work. The team faced a number of challenges relating to working in unfamiliar neighbourhoods and safety issues which are discussed in the findings (See Outcome 1).

The focus of our research in this site was on speaking with participants in general, and the volunteers and peer mentors in particular. Presented below are the headline statistics relating to recorded attendance, project delivery and outcomes across the reporting period (to Oct. 2012) which were collated through the use of the KPI System.

PROJECT STATISTICS**Session(s) by location and type**

(School term-time only)

Elswick Park MUGA on Wednesdays, (4.30 – 5.30pm)

Multi-sport (Football, Handball, Cricket)

Mixed gender and ethnicity (8 – 16yrs)

Elswick Pool (winter hours)

Swimming

Mixed gender and ethnicity

Benwell Park MUGA on Mondays, (8 – 16yrs), (6pm – 7pm)

Multi-sport (Badminton)

Mixed gender and ethnicity

Benwell Primary School (winter hours)

Multi-sport

Mixed Gender and Ethnicity

Participant Profile

Gender	69% Male	31% Female	
Ethnicity	83% White	17% BME	
Age	22% are Under-11	76% are Under-15	2% are 16-years +

Research

Number of site visits by research staff		6
Number of sessions observed		10
Number of interviews and focus groups		15
Number of young people in interviews and focus groups		19
Ethnicity of interviewees	<i>White</i> 13	<i>BME</i> 6
Gender of interviewees	<i>Male</i> 13	<i>Female</i> 6

Delivery

Total attendance at sessions	1919
New participants at sessions	363
Number of sessions delivered	147

Outcomes

Additional coaches	18
Enrolled as volunteers	8
Volunteer hours	62
New qualifications achieved by volunteers	5

PENDLE, LANCASHIRE

In Pendle, the sports development team used the Legacy funding to support five community based sessions including one which was developed in partnership with a local youth club. This dedicated team also aimed to increase young people's participation levels through introducing a variety of sports and physical activities and to recruit volunteers and peer-mentors to reinforce the profile of sport and to act as ambassadors within their own peer groups.

The five StreetGames sessions were located in and around Pendle and delivered within the close-knit, tightly packed housing estates of Walverden, Southfield, Whitefield, Bradley and Brierfield. These areas are characterized by rows of terraced houses on narrow streets, which sit alongside blocks of flats and surrounded with patches of tarmac, residents' car parks and playgrounds that have a grim reputation for crime, anti-social behaviour and numerous socio-cultural tensions.

The ethnic mix of Pendle is mostly (over 80%) white, with a higher population of ethnic minority groups than most other authorities in East Lancashire. The 2010 indices of multiple deprivations³ also reveal that several local areas are suffering from an increased level of poverty, especially over the last few years. This recent decline contrasts with the continuity of the sports based work with young people in the area as a result of several funding streams which have been enduring and consistent.

At the heart of the Community Sports team were three coaches. Linda, Matt, and Terry who all believed that sport is a powerful vehicle to enhance the lives of children, each coach was known to young people within the local community. Due to the growing reputation of the team, they were able to expand their schools and parks based sessions. The StreetGames funding allowed them to work closely with local schools to provide a wide range of sessions, including beginner and taster sessions, using school facilities. All of the team were employed on a fulltime basis by Pendle Leisure Trust and held a number of National Governing Body qualifications and University level awards relevant to their work. Linda also worked with local voluntary groups that provided a range of different sessions to cater for the needs of the young people.

Through her links with local volunteering groups in Pendle, Linda has made use of the StreetGames funding to recruit several new volunteers who could assist in their work across

³ 2010 Indices of Multiple Deprivation

http://www.lancashire.gov.uk/office_of_the_chief_executive/lancashireprofile/ia/003/atlas.html

the five projects. Indeed, there was a tremendous uptake of volunteers and there are now several new coaches as well as peer mentors. Since the introduction of the sessions there was a notable increase in the numbers of participants taking up these after school opportunities, as well as attending sessions during holidays, and taking up memberships with clubs. The coaches have formed very close links with many young volunteers who completed several StreetGames awards and helped with festivals. Indeed, the coaches act as mentors to these young volunteers and assist them in learning the basics of coaching. In particular, several of the volunteers expressed interest in completing coaching qualifications and in pursuing careers related to sport.

PROJECT STATISTICS

Session(s) by location and type

Marsden Primary School on Mondays (5.45pm – 6.45pm)

Football

Asian males (age 13 – 19)

Pendle Vale on Mondays (6pm – 7pm)

Cricket, Dodgeball, Handball, football, Street Tennis and Rugby

White, East Europeans, mixed gender (age 8-16)

Marsden Heights on Thursdays (6pm-7pm)

Football

Asian Males (age 13-24)

Colne Park High School on Wednesdays (7pm-8pm)

Cricket, Dodgeball, Handball, Street Tennis and Rugby

White Males (age 8-16)

The Zone on Wednesdays (6pm-7pm)

Football

Asian Males (age 8-16)

Participant Profile

Gender	95% Male	5% Female	
Ethnicity	45% White	55% BME	
Age	29% are Under-11	60% 11-15	11% are 16-years +

Research

Number of site visits by research staff	6
Number of sessions observed	10
Number of interviews and focus groups	15

Number of young people in interviews and focus groups				23
Ethnicity of interviewees	<i>White</i>	17	<i>BME</i>	6
Gender of interviewees	<i>Male</i>	19	<i>Female</i>	4

Delivery

Total attendance at sessions		5593
New participants at sessions		697
Number of sessions delivered		295

Outputs

Additional coaches		9
Enrolled as volunteers		41
Volunteer hours		226.5
New qualifications achieved by volunteers		6

NEWHAM, EAST LONDON

According to 2010 estimates, Newham has one of the highest ethnic minority populations of all of the districts in England. Indeed, Newham was one of only two boroughs in the 2001 Census that had more than 50% of its population in Black and Minority Ethnic population groups. The Borough is also the second most deprived in England; 1 in 5 people in Newham live in households with below 30% of the national median household income compared with one in 16 in London as a whole⁴.

Newham was one of the six host boroughs for the 2012 Olympic Games and contains most of the Olympic Park and, thus, seemed well situated to develop a sustainable legacy through local community based facilities. This idea or ideal fits particularly well with Newham Leisure Centre which performed an important role in encouraging Girls to use exercise as a vehicle to promote a healthier lifestyle. The twice weekly gym session aimed to engage girls in physical activity options that included different elements of gym-based work and progression routes, including step, spinning aerobics and weights. During the two years it operated as a hub of physical activity for school aged girls, its attendance and attraction to girls in all local schools have continued to grow. Feedback from the participants showed that they found the Gym session safe, enjoyable and useful and the space was valued for the facilities on offer as well as the qualified trainers who were perceived as welcoming and supportive.

What is significant about this session, and of interest to the StreetGames project, is that the Girls' interest in the site began to transcend the local neighbourhood and became known as a space which attracted girls from a range of ethnicities and religions across the surrounding schools and beyond. Having built up its provision, programme coordinators hoped to expand Girls' Gym sessions by providing further exit pathways from under 16 activities to over 16 activities.

The funding provided from StreetGames also allowed the sport development team to support another ongoing facility-based session. The Ascension Eagles (cheerleading session). Ascension Eagles Cheerleaders began in November 1996 as a way to keep young people off the streets and engaged in an activity that promoted fitness and social interaction. Over the past decade, the Ascension Eagles programme has been recognised as one of the U.K.'s most successful sports and physical activity based programmes⁵, as well as one of Britain's

⁴ Slum Landlords: Down and out in London – The Economist

⁵ Source: <http://www.ascensioneagles.com/headlines.html>

best all-round cheer programmes. The StreetGames funding allowed the programme to reach more young people in East London, and to continue to provide a high level of training, coaching and community development work. This programme was designed to make a difference in the lives of young people from all backgrounds and to foster the development of pro-social behaviours and attitudes.

PROJECT STATISTICS

Session(s) by location and type

Newham Leisure Centre on Tuesdays, (3.30 – 5.00pm)
 Gym/Exercise
 Mixed Ethnicity Girls (11 – 16)

Newham Leisure Centre on Thursdays, (3.30 – 5.00pm)
 Gym/Exercise
 Mixed Ethnicity Girls (11 – 16)

Ascension Eagles on Fridays, (6.00 – 7.00pm)
 Cheerleading
 Mixed ethnicity Girls (13 – 16)

Participant Profile

Gender	0% Male	100% Female	
Ethnicity	88% White	12% BME	
Age	0% are Under-11	100% are Under-15	0% are 16-years +

Research

Number of site visits by research staff	6
Number of sessions observed	6
Number of interviews and focus groups	4
Number of young people in interviews and focus groups	6
Ethnicity of interviewees	<i>White</i> 1 <i>BME</i> 5
Gender of interviewees	<i>Male</i> 0 <i>Female</i> 5

Delivery

Total attendance at sessions	3486
New participants at sessions	621
Number of sessions delivered	143

Outcomes

Additional coaches	1
Enrolled as volunteers	0
(15 had completed 20hrs of volunteering a part of their NPLQ course funded by LBN)	
Volunteer Hours	0
New qualifications achieved by volunteers*	0

*Further qualifications could have been achieved if there were awards for the under-16 age group as a number of these girls expressed an interest in those.

BIRMINGHAM

‘Let’s Get Fizzical’ is a StreetGames project funded by NHS Birmingham

‘Let’s Get Fizzical’ has been designed to fill a gap in physical activity provision within Birmingham where suitable opportunities for currently sedentary young people are either not available or very limited. The target wards are Ladywood, Sparkbrook, Nechells, Perry Bar and Aston and the sports offered are Boxercise, Cricket, Football, Kombat Crazy, Multi-sport, StreetDance, StreetCheer and Tag Rugby.

The target group was young people aged 8-14 who were inactive (i.e. doing little or no regular physical activity) and/or overweight or obese. The project aimed to offer sustained increases in physical activity levels, increased self-efficacy and health literacy, stronger partnerships on the delivery side, and increased capacity within the physical activity workforce.

The project carried the Inspire Mark and is part of StreetGames’ commitment to ensuring that young people in disadvantaged communities get a legacy from the London 2012 Olympic and Paralympic Games. (Adapted from description of project from Fizzical April, 2012 monitoring publication)

PROJECT STATISTICS

Participant Profile

Gender	54% Male	46% Female	
Ethnicity	2% White	98% BME	
Age	63% are Under-11	34% are Under-15	3% are 16-years +

Research

Number of site visits by research staff				3
Number of sessions observed				3
Number of interviews and focus groups				2
Number of young people in interviews and focus groups				15
Ethnicity of interviewees	<i>White</i>	2	<i>BME</i>	13
Gender of interviewees	<i>Male</i>	0	<i>Female</i>	15

Delivery

Total attendance at sessions	10687
New participants at sessions	964
Number of sessions delivered	514

Outcomes

Additional coaches	31
Enrolled as volunteers	20
Volunteer hours	842
New qualifications achieved by volunteers	8

Findings

The findings are organized under the fifteen outcomes of the programme as designated by StreetGames.

Outcome 1: The nature and type of interventions at the project outset and how these evolve over time

Each of the projects had different visions of their participation legacy. All of them built on their knowledge of the community to design programmes that would meet the participation, social and individual needs of the target population. Resources were primarily allocated to supporting coaches and paying for facility hire in all cases. The overview of case studies presented in the previous section provides insight into the initial design and evolution of each of the projects. This section provides more detail on the evolution of two of the projects which seemed to undergo the most significant, representative changes.

Newcastle: Reaching new neighbourhoods

When the Newcastle StreetGames project got underway in 2011 there were two distinct strands to the work of the coaches: open access sports sessions for local youngsters at their Centre for Sport; and organized holiday sessions and competitions for young people. The StreetGames funding was used to develop sport in two disadvantaged communities where there was little organized sport on offer and no accessible indoor facilities.

Recruiting through partnerships

In order to begin to establish trusting relationships with new recruits, the coaches connected with local youth workers, who knew the target area and the local youth. These youth workers not only brought young people to the sessions but were also involved directly in delivery. This produced a bridge into the community and the presence of familiar staff facilitated building rapport with the young people.

Safety

Safety was a concern for young people in terms of accessing these sessions. Young people explained that racial tensions and ‘territorialism’ meant that there were ‘no go’ areas where they would not feel safe.

‘Yeah, they (StreetGames) done one of these sessions down in...It’s totally different up here, safer, I’d never go back down there.’ -14 year old peer mentor boy

The sessions were delivered in the early evening to enhance safety for staff and participants. Several of the young people from these areas said they felt safer (in their neighbourhood) in the presence of a StreetGames coach. Local youth workers also used their local knowledge of young people and local rivalries to 'help out' with conflicts between groups. In this case, young people were happy to be 'constantly' observed and 'monitored' as it helped them to feel safe. They also said that this 'monitoring' role was regularly a task taken up by older boys, 'who (normally) kept things in order'. (Safety is also discussed in Outcome 9).

Introducing new activities

The Newcastle coaches wanted to expand young people's sporting experience and introduced multi-sport. Most of the young people they were working with initially expressed a strong preference for 'football'. The coaching staff persevered with the help of volunteers and peer mentors and ultimately persuaded the young people to try new activities.

Evolution

Ultimately the Newcastle programmes were successful. Even with safety concerns, many of the participants expressed that they were enjoying the sessions and 'getting on' with the coaches. Most of the young people attended regularly with a number moving on to more formal club settings. In addition, the young people ultimately enjoyed participating in multi-sports including handball and climbing. Key contributors to success were the experience and skill base within the staff team as well as the development and support offered to the coaches by volunteers. In addition, partnerships with local youth workers, awareness of safety concerns, delivery within local communities, and the relationships that developed between participants and staff led to the creation of a popular multi-sport programme for young people who had little previous experience of organized sport outside of school.

Newport: Bringing together diverse groups

The neighbourhoods in which the Newport Basketball and Futsal sessions were located have the distinction of being some of the most diverse in England and Wales, defined primarily by a high influx of refugees and asylum-seekers from Eastern Europe and Africa, as well as new migrants from other regions. These communities can be insular and staff at Newport hoped that they could bring members of different communities together through their sports programmes.

The basketball programme in Newport initially started when a sports development officer noticed two young people hanging around one of his basketball sessions and asked if they would like to play. The session grew, primarily from word of mouth. The StreetGames funding helped support the growth of this basketball programme and, on average, nearly 30 young people, from this migrant population as well as surrounding communities, take part in this year-round basketball programme. The basketball and Futsal programmes worked well in terms of bringing together the diverse members of the local community and establishing pathways to further participation. The futsal programme has become established in the community and participants enter regular tournaments which attract financial sponsors.

Moving to a multi-community endeavour

The Futsal project in Newport illustrates the ways that sporting activities have been linked to broader outcomes around inclusion and social capital. This football-based sports programme engaged young men living in Newport, many of whom were drawn into crime, drugs and gangs. Initially, the futsal programme was designed for Nigerian refugees by Michael, an inspirational leader from the community. The programme gradually expanded to incorporate welfare advice, education/career based advice, and services to the broader asylum-seeker community.

The StreetGames Legacy funding was used to expand provision and to facilitate the inclusion of participants from refugee, migrant and Asylum seeker communities that were *'isolated and not able to integrate into (mainstream) services (Michael).'*

'We were doing only a five-a-side (football) programme in the leisure centre, and that was it. But now we engage lots of young people and a lot of them now want to work as volunteers.'

The move to incorporate community groups beyond the Nigerian refugees was perceived as a particular strength. As Michael pointed out:

'young people thought the session was there for them (Nigerian refugees). But now they see that the majority are non-Nigerian, so they learned to play together...'

choosing to play with those who are non-Nigerian but always cheering on those who show good skills.'

As such, the football sessions have helped to improve information sharing, capital building, and social inclusion.

Similarly, young people from Newport's basketball sessions stated that they had made new friends as a result of their sessions, some of whom were from different schools and cultural backgrounds. For example, three 14 year old young people originally from Poland, China and the Philippines, had become firm friends as a result of the Newport Basketball sessions. They said they started 'chatting' to each other at the session. The last time we spoke to them they discussed going to the sessions together, playing Basketball with each other during breaks and 'hanging out' after school and were entering a team for a 3V3 one day tournament.

Local Partnerships

Members of staff were familiar to young people in the area and to local agencies which often work with disadvantaged young people. For example, one member of staff had helped organize several football tournaments and football games with different ethnic minority groups as well as organizations such as the police, and as a result, received regular referrals from youth offending teams and social services, etc. The local SDO attributed his success to partners recognising that young people respond well to the workers they 'know and trust'. This Newport, Futsal group was able to attract young people from diverse BME backgrounds who are often excluded from organized sporting spaces.

Evolution

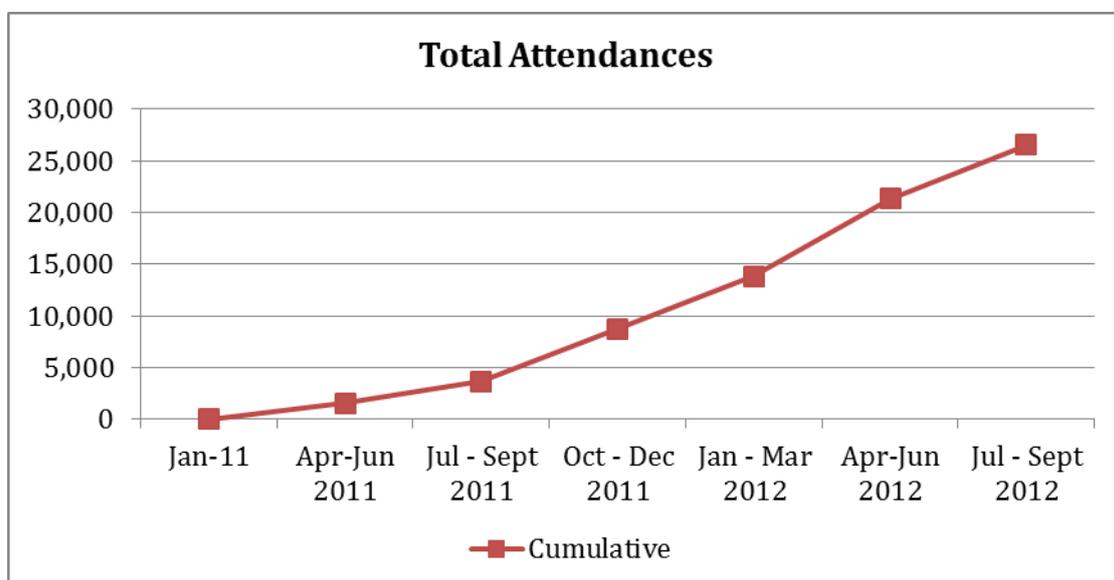
The Futsal and Basketball programmes in Newport developed from single community groups to embrace the different migrant and ethnic communities in the local area. The sporting programme has, therefore, served as a vehicle for fostering social inclusion and broadening social networks. The futsal programme also linked with local welfare agencies and provided another point of referral for young people. The multi-ethnic futsal team has been able to progress into local tournaments which have received sponsorship, helping to ensure the sustainability of the programme. The Basketball programme has successfully attracted older youth and even been able to introduce a small fee to help cover costs (See Outcome 9). Both of these programmes have become embedded into the community, receiving support from different agencies and attracting participants from BME and migrant communities.

Outcome 2: The extent to which the interventions are providing appropriate opportunities for 11-25 year olds to take part in sport and active recreation within the pilot areas

The five Legacy Projects delivered vibrant, attractive sport experiences to diverse groups of disadvantaged young people in England and Wales. There were over 25,000 attendances at StreetGames Programmes (Fig. 1). The numbers are particularly rewarding as recent Taking Part statistics indicate that there has been no significant increase in participation in sport by 16-24 year olds since 2005/06. In addition, individuals living in deprived areas continue to participate less than their peers living in more affluent parts of the country (67).

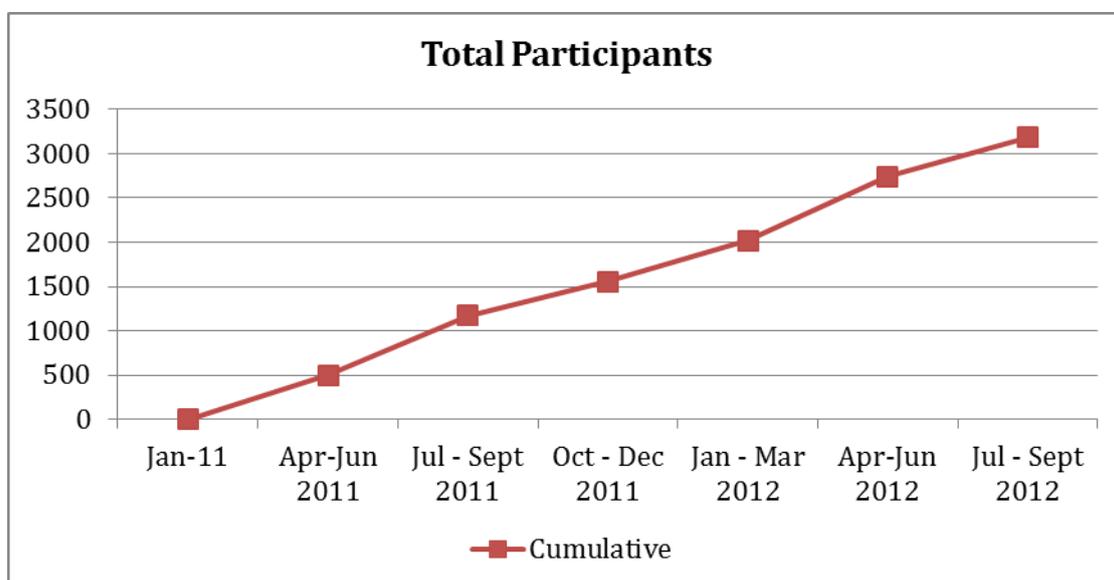


Fig. 1: Total Attendances throughout the Legacy Programmes



The programmes reached over 3000 young people from disadvantaged backgrounds across the five projects (Fig. 2).

Fig. 2: Total Number of Participants in the StreetGames Legacy Project



Programmes varied in their delivery plans as each of the case studies made an effort to deliver a menu of activities that would meet the needs of specific local young people. For example, Birmingham focused specifically on less active groups and introduced young people to a range of activities through a multi-sport programme. Newham introduced fitness activities for young women and Newport provided a range of activities designed to attract members from the culturally diverse local population.

Some of the groups used the legacy project to introduce a more varied menu of activities to young people. This was in part motivated by the multi-sport nature of the Olympic and Paralympic events. Many of the young people enjoyed the opportunity to try new activities with handball proving particularly popular. Introducing new activities can be difficult as it challenges some young men's strong identification with football culture and views on appropriate sporting activity. For example, one group of young people refused to participate in activities other than football.

Table 1: Activities offered within programmes

<i>Pendle</i>	<i>Newcastle</i>	<i>Newport</i>	<i>Newham</i>	<i>Birmingham</i>
Multi-sports	Badminton	Basketball	Fitness gym	Boxercise
Football	Multi-sports	Climbing		Cricket
	Swimming	Wall		Football
		Cricket		Kombat Krazy
		Football		Multi-sport
		Futsal		Street Dance
		Multi-sport		StreetCheer
		Swimming		Tag Rugby
		Street		
		Dance		

Accessibility for minority ethnic groups

The sessions were taken up by a high proportion of young people from ethnic minority backgrounds. We attribute this to the high-quality personal skills and reputation of the coaches who planned the sessions, and on the strong ongoing support for the young people's own networks. Interestingly, most of the full-time coaches running the sessional staff are white British and were also highly experienced working with young people. It is therefore evident that it is not necessarily the background of the coaches but their ability and experience to engage with a variety of young people that was a key factor contributing to young people wanting to be involved.

Summary

The research indicates that the StreetGames projects were successfully delivering a range of sporting opportunities to young people. In addition, young people were motivated to attend the StreetGames programmes and felt that they were having fun, meeting and making friends and increasing their levels of fitness.

Outcome 3: The extent to which the interventions are resulting in changes in sports and physical activity amongst participants

Participation in StreetGames programmes resulted in changes in sports and physical activity among participants. In the first instance, StreetGames programmes successfully attracted inactive young people to their programmes, there is also evidence of decreases in inactivity by participants. In addition, many young people rated the Legacy sessions as the place where they were most active. Finally, interview data indicates that young people perceived that they were participating in activities more often.



StreetGames programmes attracted young people who rated themselves as primarily inactive in their free time indicating success at enhancing participation in some of the statistically most inactive members of the population. Almost 30% of girls and 20% of boys who completed the survey rated themselves as usually inactive.

Survey data indicated that the number of young people who do no physical activity has reduced for six days of the week. This indicates an overall reduction in the number of young people who perceive themselves as inactive. It also indicates that most young people perceive that they engage in physical activity on most days.

A number of young people stated that they felt that the StreetGames activities helped them get more physically active and fit.

- *'It keeps you from playing X- box all the time'* 15 year old boy
- *"I am getting out more and walking a lot to keep me fit"* - 14 year old girl
- *'It's (the session) just fun, not like school. You just stand about all the time there not doing anything.'* – 13 year old boy

One of the most interesting findings was that one-third of the young people surveyed identified StreetGames sessions as the place where they are most active. This is second only to PE lessons (which are typically mandatory). This suggests that StreetGames programmes are providing young people with an important opportunity for participation in activity that they would not get elsewhere.

Fig. 3: Percentage of where young people feel they are most active

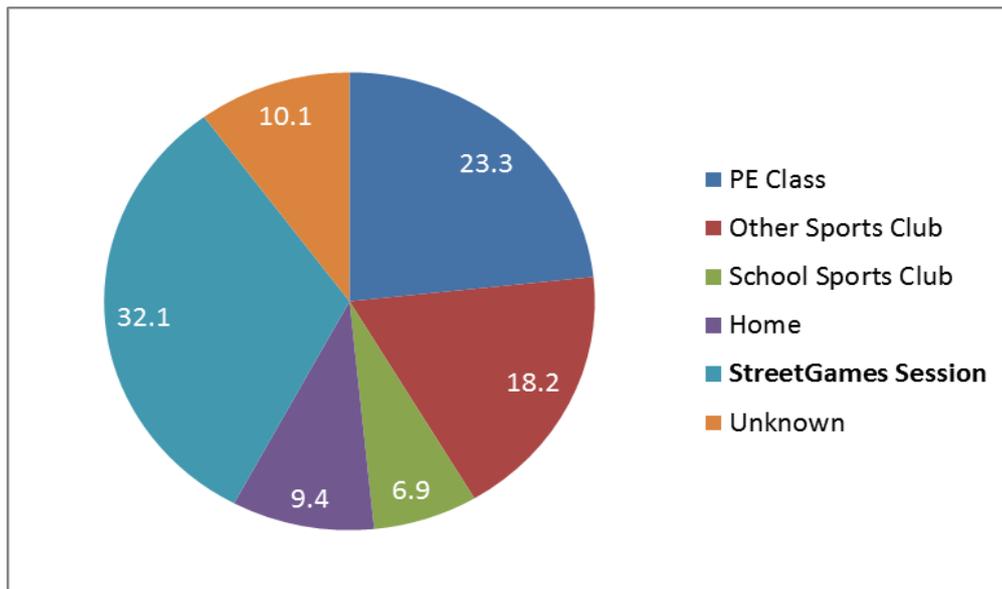
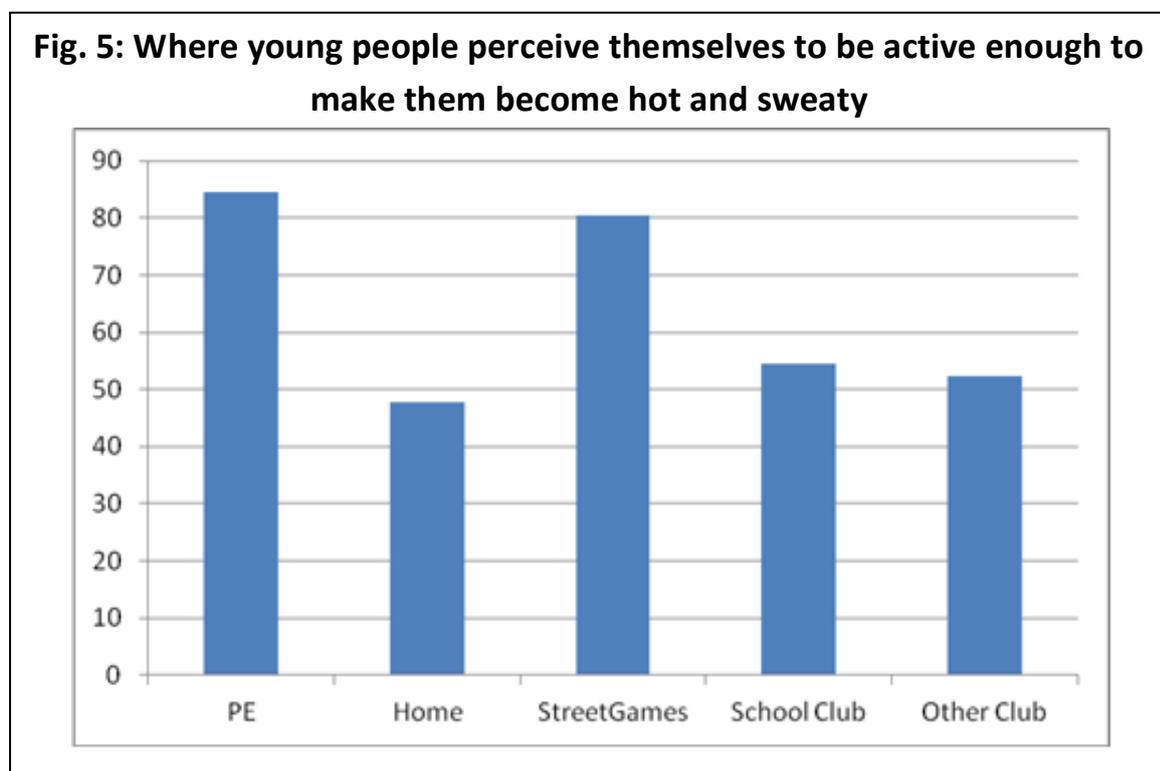


Fig. 4 illustrates that young people in both the baseline and the final survey felt that they exerted themselves to a high level within sessions. Level of activity is a key component of health related fitness. StreetGames sessions appear to be helping young people develop an appreciation for activity that makes them 'get hot' and even 'run to the max'.



Similarly, Fig. 5 illustrates that young people ranked StreetGames and PE as the two places where they were most likely to be active enough to get hot and sweaty. This was high then school clubs or home.



Summary

Overall, it is clear that the Legacy projects provided sporting opportunities to large numbers of young people from disadvantaged backgrounds. The StreetGames sessions were places where young people perceived themselves to be highly active and where they exerted themselves. StreetGames was one of the places where young people feel that were most active in sessions. This indicates that StreetGames sessions helped some young people to engage in levels of activity that may have health-related benefits. Findings indicate that StreetGames sessions motivated young people to try new sports, to get fit, and to increase their activity levels in their free time.

Outcome 4: The effectiveness or otherwise of measures taken to generate high retention levels and to minimise drop-out

Survey data indicated that programmes were recruiting and retaining participants. Fifty-two percent of young people who completed the final survey had been involved in the Legacy project for the full 2 years and some had been involved with StreetGames even longer. This does not represent actual retention figures but does indicate that many young people sustained their engagement in the programme.

The key to retention reflected the capacity of programmes to meet the needs of the target group. Community sports programmes are voluntary and young people who are not happy with programmes simply do not attend. Measures taken to address retention included: Building Relationships with young people; Involving young people in planning and decision-making; Regular contact with young people; and, Delivering in a fun, informal style.

Part of addressing retention was the ability of programmes to address barriers to participation and find ways to facilitate involvement. These factors are discussed under outcomes 8 and 9.

Building Relationships with Young People

Leadership was one of the most important contributors to the success of StreetGames programmes both in terms of attracting and sustaining participants and making a positive impact on young people's lives.

Young people enjoyed the informal, supportive relationships that they had with StreetGames coaches, describing them as fun and different from their relationships with other adults. The coaches were perceived as easy to talk to and young people felt that they could discuss a range of issues with them.

'When I first come here I thought it would be just to hang out with my mates but I can talk to ... (a coach) too. He's fun to talk to and to do stuff with which is different from talking to teachers an' that.' – 15 year old boy

'She (the coach) is just like easy to talk to...I can tell her things and she will give me a straight answer not like talk down to me.' - 13 year old girl

'Coming here is fun. We don't do this stuff (play games) with him (the coach) in our school session. He is too serious then.'-Two 14 year old boys

Valued qualities of a coach that were perceived to facilitate retention included: *'being friendly', 'fun', 'polite', 'nice', 'easy-going', 'accepting' and 'supportive'*. Most of the young people suggested that they particularly valued:

The ability to listen - *'they listen to us'; 'they don't ignore you like at school'*

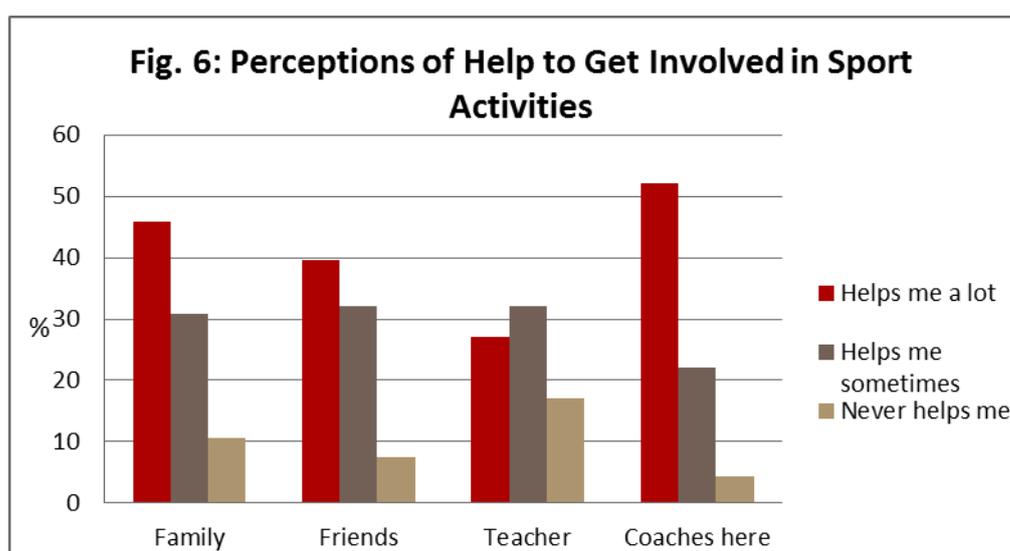
Good communication skills - *'he explains things in a way I understand';*

The ability to build up a relationship of trust – *'she looks out for you'*

Being friendly and nice - *'he is so easy to talk too about stuff'*

Having a sense of humour – *'he's funny', 'he makes us laugh'.*

Survey data indicated that young people felt that StreetGames coaches helped them a lot and were generally more likely to than family, teachers, and friends to help them a lot in getting involved in sport activities(Fig. 6).



Spending time to get to know young people paved the way for the development of 'trust' and overcame the initial skepticism that many young people held about the short term nature of many sporting opportunities. As one 16 year girl said,

'I done tons of stuff like this before (attended local sports provisions) coaches are always nice an' that but they all say they will help us do this an' do that and then they...all disappear.'

'you have to get to them (young people) first, build up a bit of trust, share a joke, basically treat them like individuals.' (Coach)

The two years of Legacy funding helped to give coaches time to build long term relationships with young people. Coaches provided a 'jack of all trades' role to the young people, offering friendship, advice, guidance and information. Indeed, the way coaches related to a young person was noted to underpin trust, and these patterns were influential in motivating them to engage with the activities (either sport or voluntary roles). As we have noted throughout the report, young people valued qualities of humour, acceptance, supportive feedback, and involvement by the coaching staff.

Involving young people in decision-making

Involving young people at the project design and development stage (including formative evaluation) as well as during the programme was found to foster a positive attitude and lead to better retention levels.

Young people perceived that they were involved in the process of making decisions and they valued this participatory, friendly style.

'They listen to what we want to do rather than tell us.' -

One 14 year old boy, who admitted to having a very difficult relationship with most of the teachers in his school said,

'They (StreetGames coaches) are polite with everything you do. Like, they are friendly. They are just a mate to you. Like, I mean, the teachers in my school. Like, they always tell you off and tell you to do stuff... Teachers speak down to you like, all the time, like you need to do this and you need to do that. Like, they (the coaches) will say, like would it help if you done this or would it help if you done it like this ... like you have a choice too. I mean it's more, like, informal'

This participatory style was part of what young people thought differentiated the coaches from other adults. Young people enjoyed feeling that they had input into the programmes and that coaches listened to them and tried to understand how they felt. The value of involving young people in decision-making has been highlighted as an important component of sport development work and as an aspect of development work that may differ from

more conventional sporting environments where coaches assume a more authoritarian role.⁶

Regular contact with young people

StreetGames staff maintained communication with young people in order to insure that they knew about upcoming sessions. When possible, they also contacted young people when they missed sessions.

The most common form of communication was word of mouth and this involved verbal reminders to participants about sessions, questions about why they missed sessions, and more general information about times, extra sessions, new activities or changes to the schedule.

Social Media was used by StreetGames staff in Pendle and Newcastle to inform and remind young people about activity sessions. In these two sites young people not only accessed information but also contacted staff and communicated with them.

<http://www.facebook.com/pendlesportsdevelopmentteam>

<http://www.twitter.com/pendlesportsdev>

Young people's use of social media was evidenced by their presence on the sites. In addition, over a 1000 likes were apparently recorded on the Pendle Facebook site. Both the Pendle and Newcastle Facebook sites were regularly updated with pictures, videos of competitions, and announcements of upcoming events, times and locations of various sessions. This can arguably extend young people's engagement with and interest in the StreetGames sports sessions as well as reinforcing their connection with StreetGames staff.

⁶ Long, J. and Sanderson, I. (2001). The social benefits of sport: Where's the proof? In *Sport in the City: The Role of Sport in Economic and Social Regeneration* (C. Gratton and I.P. Henry, eds). Routledge, pp. 187–203.

Wilson, B. and White, P. (2003). Urban sanctuary: Youth culture in a recreation drop in centre. In *Sporting Dystopias* (T.C. Wilcox, D.L. Andrews, R. Pitter, and R.L. Irwin, eds) SUNY, pp. 153–78.

Informal, fun style

'Having fun' during a sports session has previously been cited as a key motivator for encouraging the participation of young people in sport⁷. Young people said they found sessions 'fun' when they were involved in the action or 'havin' a laugh'. This was the case across the pilot projects, with some of the comments listed here:

'I enjoy coming here (to the session), it just gets me away from the X-box, and like, I don't know where else I would hang out on a Wednesday (night).' – 15 year old boy

'I look forward to coming. It's a chance to play football wi' mates.' – 14 year old boy

'I enjoy it (the session), it's like really fun and I get fit too.' – 10 year old girl

In addition, young people suggested that the more informal sports environment was more fun than in school where there was more pressure and less tolerance for mistakes.

'I come here (the session) to have fun...in P.E it's all pressure and you feel like you have to do things right all the time.' – 14 year old boy

Summary

Young people's relationships with coaches were key to retention and reducing drop out. The young people found StreetGames' staff helpful, easy to talk to and friendly. Young people felt that StreetGames leaders were different from other adults, in respecting their opinions and giving them a role in decision-making. Coaches were very active in helping young people maintain their participation and made efforts to publicise sessions, remind participants about upcoming sessions using word of mouth, fliers, friends, or social media and asking young people about their nonattendance. This personal touch was central to maintaining young people's engagement in activities. Young people also enjoyed the sessions which ensured that they would continue their involvement in sport. Overall, the coaches' approach to delivering sport enabled them to successfully recruit and retain young people from socially disadvantaged backgrounds.

⁷ Halls, M (2008) The challenge of engaging young children in sport, Sports Coach, Volume 28 Number 4 Australian sport commission

Outcome 5: Whether the knowledge, skills and attitudes amongst participants are changing and in what ways

Young people's development was a primary concern for StreetGames coaches. They were motivated to foster the development of young people in relation to their sporting interests and personal characteristics and aspirations as well as a desire to address anti-social behaviours by '*keeping them out of trouble*' or '*not drinking in the park*' (Coach). The coaches facilitated change through informal discussions around personal issues, teaching young people how to do new sports and skills, and more formally in the recruitment and training of peer mentors and volunteers. The most significant changes in knowledge, skills, and attitudes were experienced by volunteers and peer mentors. Volunteering is discussed in detail in section on Outcome 10. There is evidence that young people in StreetGames programmes strengthened their sporting identities, improved their social skills, and learned more about engaging in a range of sports. Coaches also discussed their informal style of 'educating' young people.

Increased identification with sport

The final survey data were analysed in relation to the time young people had been involved in StreetGames programmes. The data indicate that young people who had been involved in StreetGames activities over time were almost twice as likely to identify as a sporty person than those who had been participating for less than 1 year (Table 2).

Table 2: I am a Sporty Person

I am a sporty person (%)				
Length of time in StreetGames programmes	Not true	A little bit true	Mostly true	Always true
3 years or more	14.3	14.3	0	57.1
2-3 years	13.0	30.4	13.0	34.8
1-2 years	2.6	20.5	28.2	46.2
Less than 1 year	14.3	21.4	32.1	21.4
First time or <2 months	25.0	30.0	5.0	25.0

Similarly, young people who were involved in StreetGames programmes for over a year were more likely to feel that sport was mostly or always a big part of their lives (Table 3).

Table 3: Sport is a Big Part of my Life

Sport is a big part of my life (%)				
Length of time in StreetGames programmes	Not true	A little bit true	Mostly true	Always true
3 years or more	14.3	14.3	0	57.1
2-3 years	13.0	21.7	34.8	26.1
1-2 years	5.1	20.5	30.8	35.9
Less than 1 year	21.4	32.1	25.0	14.3
First time or <2 months	20.0	35.0	10.0	20.0

These tables indicate that StreetGames projects are having an impact on young people's sporting identities and the role that sport plays in their lives.

Enhanced social skills

A number of young people felt that their StreetGames experiences had positively impacted their social skills. Being with friends was rated as the second most liked aspect of StreetGames. There was evidence that young people felt that being part of the Legacy Projects had improved their ability to make and keep friends.

'I am quiet around people but here people just speak to you...I learnt that it is ok to joke around with people, you just be nice, and say hello when you are waiting around and most people become your friends' - 12 year old boy

'It's good...we all work together in teams...You get loads of opportunities to meet new people I never thought I would speak to, like people from different schools' -14 year-old girl

Some of the coaches said they had noticed important changes such as young people (from different backgrounds or rival streets) being 'supportive of each other'. One coach in Newcastle said,

'It was good to see how they worked together...They (used to) spend lots of time in different estates. Now, I noticed that they kind of looked after each other (in the sessions).'

Learning New Activities and Skills

The StreetGames Legacy project sessions offered a range of opportunities for young people to develop their sport-related skills, knowledge and attitudes. Sessions that provided more traditional sports, such as football and basketball, tended to be universally well received by most of the young people and at times, coaches had to work to introduce new activities. Football, in particular, has been shown to be attractive to young disadvantaged males and StreetGames staff could be fairly positive that football programmes would attract participants.

Football and Basketball were the most common activities offered for males in StreetGames sessions. Newham offered gym-based sessions for young women. Birmingham was slightly different in that it was based in school and was linked to a health initiative. Ultimately a varied menu of activities was offered, including: orienteering, climbing-wall, residential trips, dance, gymnastics, swimming, trampolining, ultimate Frisbee, dodge-ball, skipping, softball and tag-rugby.

Some young people appreciated the move away from football and enjoyed taking part in different types of activities. For example, sessions at a climbing wall provided an opportunity for young people to try a new activity and to experience working together with their peers.

'We went to a climbing wall ...you had to trust the people who was holding the rope to hold you. That was scary, but you had to trust them. I mean, we all had to work together.' - 14 year old boy

Olympic and Paralympic sport proved popular. For example, Handball was successfully introduced in Newcastle:

'We (the participants and coaches) started doing hand ball before the Olympics, now we all play it like every week, everyone really loves it.' - 13 year old girl

'It was good! like we were put in to teams to play handball and we (team members) were all talking and we had to come up with a team name and decide where we wanted to play... and like you had no coaches, you were all one group trying to win and we did win.'
-13 year old girl

As in climbing, the young people stated that they enjoyed the new activity and highlighted working together with other people as particularly enjoyable. Overall, feelings of recognition and connectedness which could be gained by opportunities or experiences for young people to work together as a team or to help out in the session were extremely important factors in young people's enjoyment of activities.

The Olympics and Paralympics exposed young people to new sports which appeared exciting. One young male stated:

'I'd give Wheelchair Rugby a go, it looks well good.' – 14 year old boy

It could be argued that the Olympics and Paralympics provided a unique opportunity to introduce new sporting activities. Young people identified Wheelchair basketball, Wheelchair rugby, handball, and goal-ball, as activities they might like to try. The handball programme in Newcastle was able to capitalize on this interest to deliver a new sport. Young people appreciated opportunities to learn new activities and the associated experiences of working with others and developing new skills. Lisa's story shows the important combination of social skills and learning about new activities that characterized StreetGames' experiences for many young people.

Lisa

When Lisa, aged 15, began attending the StreetGames sessions she and her mates had not met many young people outside of their own neighbourhood,

'It was a bit scary at first ... I thought people would just ignore me. I mean, I thought everyone might think I am a CHAV.' *'I never thought I would enjoy it as much as I did.'*

Lisa joined a dancing session, and was spotted by her dance coach not only for her talent but her ability to engage the younger members of the group in the sessions. Lisa said,

'Coming here (the StreetGames session) made me want to get into dance, I just love it.'

A coach asked Lisa to be a peer mentor several weeks into the StreetGames sessions. While her original friends stopped attending Lisa stayed and made friends with young people who came from different neighbourhoods. She continued to go to StreetGames and also attended a dance school.

The role of the coach

Coaches were keen to help young people and, although most were reluctant to overtly incorporate pro-social learning into popular sessions (such as discussions about healthy

eating or social skills) they did find more informal styles of addressing issues. There are examples of coaches inviting Community support officers to shadow a session in Newcastle after a mini-riot or impromptu conversations with young people about health or social concerns. In Pendle, for example, young people sometimes turned up to the sessions eating chips or smoking and the coaches discussed this in a low key, often humorous manner. Coaches were passionate about helping young people and made use of appropriate opportunities to discuss health issues. Coaches felt that more formal input would disrupt the informal, fun, youth-centred approach to delivery that was attractive to participants. They were also worried that young people would think it was too much like school, and stop attending. As stated above one element that young people identified as important about StreetGames was that it was different from school and they had different relationships with coaches. For most coaches, it was the quality of the 'sporting experience' that was seen as important. As one coach said,

'The chance to play sport for sports sake is what attracts kids it is the glue. If I focus on health (related outcomes) too much, sessions are not attractive, and we get reduced outcomes'.

Summary

Overall, positive youth development was viewed as a crucial component of StreetGames programmes. Young people involved in the programmes showed an increased identification with sports and increased belief that sport played an important role in their lives. In addition, young people felt that they improved their social skills and learned about new sports and fitness activities. Coaches felt the development of young people was central to their work. They adopted a low key approach to education that was in keeping with the more informal, participatory style of StreetGames programmes.

Outcome 6: Whether health/sports literacy or sporting citizenship is beginning to develop among participants so as to help them to 'make their own way' in sport and whether this is compatible with doorstep sport

StreetGames has been able to help young people progress their sporting interests. In particular, participation in StreetGames programmes helped some young people to develop the knowledge, skills, and confidence to try new activities.

Confidence to try new sports

Some young people perceived that increasing their levels of fitness or sports-related knowledge has made them more confident about trying new activities.

'I am getting out more and walking a lot to keep me fit, I've also learnt a lot...I like learning new things...in a fun way.' - 14 year old girl

'If I play more sports and do more exercise, I feel better; so, I can do more like join (sports) clubs and that' - 13 year-girl

'I'm more confident, I try new (sports) things now' - 14 year old girl

Increasing young people's confidence, fitness, and willingness to try other sports was a key aim of the Legacy programme. A number of young people involved in the Legacy projects identified that they were learning from and building on their Legacy experience.

Josh

Josh, a 15 year old boy, was identified by his StreetGames coach as a young person showing talent and promise. Josh said:

'I feel really happy for being told I am good at Basketball, it is really exciting to think that I could play Basketball at a club and I'm looking forward to playing more basketball...I 'would love to play Basketball in the Olympics'.

His father discussed the benefits of Josh's basketball interests:

'The whole programme for these young people is great and the fact that he can play with an older group has given Josh the opportunity to do something he really enjoys. It has made him proud and been a confidence boost for him.'

Josh plays Basketball an average of 4 times a week now, for his school and a club. He still attends the StreetGames sessions 'because it is fun' and he would like to volunteer when he is old enough. He now wants to do 'something in sport, maybe coaching'.

Progression

The creation of effective pathways to retain involvement in sport, to help young people get into clubs, and to cater for potential future athletes is a key feature of many StreetGames sessions.

'We keep setting them up and then approach them about getting into clubs' – Newcastle coach.

We try to get 'them (young people) into clubs and (active in) regular sports' – Pendle coach.

A number of young people discussed how their StreetGames experience facilitated their development in sports and their interest in pursuing sport-related careers.

'I want to do something (have a career) in sport now. I enjoy playing sport like, but I also enjoy helping out to...teaching people new things'. - 17 year old male

The example, of Josh in the sidebar above, illustrates one young person's progression into new sporting domains.

Coordinating sporting pathways with NGBs and local authorities proved crucial for helping young people move into more organised sports clubs. Many communities and families have limited resources for helping young people and these partnerships can provide additional support. The Newport SDO described the positive effect that 'doorstep sport' funding was having in these deprived areas:

'The neighbourhood programmes are improving the amount of time young people play sport but, with a lack of facilities and sporting clubs in the area and without families willing (or unable) to take them to get involved in sport out of the area, it is difficult to see any sporting future for most of these kids'.

One Basketball session, which operated in a local community centre, offered weekly (one hour) clinics to teach young people the skills and techniques of shooting, passing, dribbling, rebounding, and defense, as well as aiming to build confidence. The young people were coached by an ex-basketball player, who volunteered his time along with other less experienced coaches:

'Basketball was what kept me going when I was young, I didn't care much for school and school did not care about me. It is so much tougher for young people now, no jobs. I mean, I want the best for every one of the young people...I know if Basketball helped me, it can help them too'.

Summary

Encouraging young people to develop their sporting ambitions and finding ways to provide support for them was a key part of the Legacy projects. In particular, increasing young people's levels of experience and confidence was a crucial component of sporting citizenship. Working in partnership was seen as an essential part of developing pathways for young people who might not have the required resources or family support. Further information on progression can be found in the section on volunteering (Outcome 10).

Outcome 7: Whether there are any emerging psycho-social outcomes for participants, such as increasing self-esteem, confidence, body image and positivity and improving attitudes to learning and working

Young people involved in the StreetGames programmes experienced a range of benefits including increased confidence, improved social skills, willingness to try new sports, and improved fitness. Young people's improvement in their social skills is discussed in the section on changes in knowledge, skills and attitudes (Outcome 5) and the relationship between confidence and trying new sports is discussed in the section on sporting citizenship (Outcome 6).



Increasing social confidence

As stated in the previous section on sporting citizenship (Outcome 6) developing confidence was perceived as a key outcome of participation.

'...you have got your three or four young people that these sessions will take them someplace (in life), but the majority look forward to coming...you help them improve their confidence, which is what Doorstep sport is all about.' (Coach)

'The activities work for me cos they make me feel good about myself and I like being here (it) makes me more confident in front of other people. I mean, the people are nice and I talk to most of them at school' - 14 year-old girl

Young people felt that increased confidence made them more likely to try new activities and to extend their participation. In addition, some young people felt that their confidence transferred to other domains outside of sport.

Physical Literacy

Central to developing confidence is enjoying sports experience and developing physical literacy. Most of the young people we spoke to identified seeing different aspects of their sports experience that they enjoyed:

'It feels good when you score (a goal).' - 13 year old boy

'Dancing really relaxes me' - 15 year old girl

'I love trampolining, it's dangerous and fun'. 14 year old girl

The ability to be involved in sports and to try new activities led young people to appreciate different characteristics of sport such as completion, relaxation, and risk. Physical literacy and confidence can work together to increase young people's enjoyment of activities and willingness to try new sports.

In addition, one boy discussed how he had learned how to engage with new sporting activities.

'I have calmed down a lot when trying new sports...I used to get frustrated when I couldn't do things but... (a coach) said keep trying and they show you, which helps ... in school an' that I try to take my time when someone, like my P.E. teacher, asks me to try something new' - 13 year old boy

Appearance

Limited information about appearance and body image emerged in the research. Survey data, however, indicated that approximately 10% of young people are always embarrassed about their body. There is some indication that young people who have been involved in StreetGames programmes may be more likely to state that they are not embarrassed. This may be an area to build on in future programmes.

Table 4: I feel embarrassed about my body (%)				
Length of time in StreetGames programmes	Not true	A little bit true	Mostly true	Always true
3 years or more	42.9	14.3	14.3	14.3
2-3 years	43.5	26.1	26.1	0
1-2 years	51.3	20.5	12.8	7.7
Less than 1 year	46.4	21.4	14.3	10.7
First time or <2 months	35.0	30.0	10.0	10.0

Summary

Having fun, feeling confident, having positive relationships with peers, meeting new people from other neighbourhoods, getting more fit, and trying new sports were all mentioned as benefits of the Legacy project. The survey data did not reveal any systematic changes in benefits to young people; however, the qualitative data clearly indicated that the StreetGames experience helped individual young people to develop and to experience the psychological, social and physical benefits of sport.

Outcome 8: What strategies and processes are being most successful in helping to create lasting structures for enhancing participation and engaging with young people

Findings from this research indicated that establishing a local reputation in the community was a key factor in a projects' ability to engage young people. In addition, partnerships were used to facilitate recruitment, needs-based planning, use of facilities, delivery and sponsorship. The findings on creating lasting structures for participation are also related to the factors that facilitate retention discussed in Outcome 4, particularly in terms of building relationships with young people.

Establishing a local reputation



One of the key ways that programmes can create lasting structures that will enhance participation and engagement with young people is by establishing a reputation in the local community. Staff who were thought to be 'friendly, 'nice' and able to deliver 'fun' sports-based sessions were able to attract young people to programmes.

'...young people turn up because they know us. I mean they know what we are about and what we do.' -Coach

The young people we talked to believed that initial engagement in activities (i.e. marketing the session at school or speaking with them during existing sports

sessions) were best carried out by coaches or volunteers who were visible in the community:

'He (the coach) knows we like football ... he asked us to come along and play football...we said, ok.' -13 year boy

Coaches were very successful in developing relationships with local young people. In Pendle, coaches delivered sessions in school as well as for the local Leisure Centre and knew an extensive range of young people by name. A number of coaches in the Legacy projects were also recognized as local role models within the community.

'...(coach) is someone I look up to he is good at sport and a good laugh too ... I would be surprised if he smoked or got drunk like a lot of people round here (in his community)... I want to be just like him.' - 14 year old boy

'We look up to them... (not) like professional footballers...you look up to them cos'...what they are contributing (to others through sport) an' that.' - 14 year old boy

Familiarity and trust were perceived to be the foundation for successful recruitment of disadvantaged young people who may feel excluded from or uncomfortable with other sporting spaces. A key component of building trust with young people is creating a place where they can feel valued and safe. With all of these projects, young people are encouraged to have input, and to work with other young people. Building trust takes time and the Legacy funding helped to build and strengthen programmes and relationships. As one young volunteer said it was important to have coaches who were *'willing to put in the time to know us.'*

Partnerships

The StreetGames programmes were developed by programme managers with local knowledge of their communities and links to other groups. In the initial stages of project planning, the StreetGames Legacy staff used their relationships with local organisations, such as schools, youth services and local authorities to assess and access resources and facilities.

'We were able to get the sessions started quickly, because we knew who to ask, where to go and what it would cost.' – Newport SDO

Partnerships with local organisations can also help in initiating a needs analysis. StreetGames Legacy projects worked with Youth Services, Police, Youth Offending Teams and Health professionals. These partners helped to deliver or promote sessions, provide joint funding, or refer participants. The sections on Newport and Newcastle in Outcome 1 provide more detailed illustrations of how partnerships can work to initiate and sustain involvement. Partnerships were also used to develop long-term networks of sporting pathways and progression routes.

Developing partnerships and a presence in the community can be crucial for StreetGames staff as it underpins the successful development of new projects and the sustainability and affordability of on-going work.

Funding

The sustainability of doorstep sport in disadvantaged neighbourhoods appears to revolve around funding, either to pay coaches or to provide facilities. Programme coordinators are constantly searching for funding to support their programmes. One approach to sustainability is through sponsorship and the Futsal session in Newport has attracted several

potential funders from both private and charitable organisations. They used strategies of developing networks of partners, marketing their events and tournaments, fundraising, and using demographic information to capture sponsors interest.

Summary

Developing a local reputation for delivering quality sport with admired and trusted coaches supported a programme's ability to recruit young people and their friends. Building an external reputation was helped by developing partnerships with other agencies, through staff engaging with young people in other contexts including schools, young people's familiarity with staff in general, word of mouth, and social media. Establishing a reputation takes time and is facilitated by continuity of staff with local connections and knowledge. Young people appreciated staff from the local area and perceived that they could understand their experiences. Some organizations were able to provide staff with job security; however, a number of coaches were on short-term and/or part-time contracts. The Legacy funding was, therefore, primarily used to retain staff that were familiar with the local area and could ensure the success of the programmes.

Partnerships were also crucial to success in terms of assessing local provision, referrals and recruiting, use of facilities, and enabling progression. In a time of restricted finances sharing resources and avoiding replication of services contributed to making funding go further and increasing options and opportunities for young people.

Funding underpins the success of programmes, particularly in relation to providing quality staff and accessing appropriate convenient facilities and equipment. Programme coordinators were clear that continuity of staffing and programmes could help enhance local provision. Changing staff and stopping successful programmes due to a lack of funds resulted in losing participants and starting over when new funds were available. This cycle inhibits sustainability and growth of programmes and numbers of participants. There was a clear feeling that young people valued sustained engagement with coaches and programmes.

Outcome 9: What is being learnt about the barriers and facilitators to participation

The learning about barriers/facilitators to participation was extensive as learning what works was considered to be a primary focus of the research. Key topics are: recruiting and marketing, costs, incentives, time, access, safety, and working with nonsporty young people. Information on activities was discussed in the section on changing knowledge, skills, and attitudes in order to highlight the positive impact of introducing new sports. (See Outcome 5)

Recruiting and Marketing

The young people across the pilot projects felt that the ‘best way’ to market StreetGames sessions was by ‘word of mouth’; however, a range of strategies were thought to be useful:

- use of the internet sites
- social media, such as Facebook and/or Twitter
- the use of text messages
- Taster days
- advertising through schools and other outreach work
- ‘word of mouth’

Social Media

The primary discussion of social media is in the section on retention (Outcome 4). Social media, however, were used to advertise programmes in Newcastle and Pendle. Social media were potentially more useful for maintaining contact with young people after they became involved with the programmes and had more incentive to engage with facebook and twitter.

Taster Days

Several of the pilot projects offered taster courses within schools, and at local youth clubs to attract young people to their sessions, with some success. The best example of this was Newham who were pro-active in trying to entice (non-active) young women into exercise by running a series of taster days at different locations across the Borough.

The coaches worked closely with local schools, through flyers and word of mouth, to let young people know about the opportunities and those who came tried short cheerleading, dance, Zumba, and had an opportunity to use the gym, weight-room and Leisure centre facilities. In one taster day 150 girls attended and were given a gym pass at the end to encourage them to return.

One sports coach at the Leisure Centre attributed the rise in interest and attendance in the Girls’ Gym sessions to the taster days. In particular, she felt that taster days helped to address the ‘fear’ some girls have that they are ‘not good at sport’ by creating a ‘friendly

atmosphere' with 'physical exercise thrown in'. She went on to say, 'everyone thoroughly enjoyed the day and left with a smile on their face.'

Getting young people through the door in the first instance can be challenging. Particularly when attempting to reach new groups of young people or young people with limited interest in sport. Word of mouth was deemed to be the most effective way of recruiting young people. Taster days were also seen as effective. More long term strategies such as developing a presence in the community and building partnerships are discussed in the section on building lasting structures (Outcome 8).

Costs

Given the financial constraints experienced by young people from disadvantaged backgrounds, it is unsurprising that the free/low cost of the sessions was an influence on participation.

'I wanted to do Gymnastics but it was just like trying to get into it. It's just like, there is a Gymnasium in Beckton...It's like too far and I heard it's like £3 membership and I heard you have to pay for each session - 15 year old girl.'

The StreetGames Legacy funding allowed most of the sessions to be offered free of charge (at least in the initial stages) which helped to attract participants. Coaches in Newcastle, Pendle and Newham anticipated that numbers would decline if any cost were to be introduced and those sessions remained free of charge. The Newport basketball session, however, did manage to introduce a nominal 50p fee charge and maintain attendance. Part of the successful introduction of fees was linked to consultation with participants. The fee was carefully explained to the young people as a necessity due to the high running costs of the Pill community centre in Newport and the possibility that it might close down.

'I got the young people together and talked about why...introducing the fee was important...we asked them what would be a reasonable amount....' - Newport SDO

In contrast, young people participating in Futsal in Newport were asked to pay a nominal fee and this led to a reduction in participation. In this case young people organized a game outside of the venue rather than paying the fee.

Whilst most of the coaches remained concerned about the possibility of having to introduce a fee in their sessions, the young people we questioned understood the need to introduce some form of cost. These were some of the common responses from the participants in Pendle, involved in a multi-skills session based in a new school facility.

'I'd give them some money, maybe 50p' – 15 year old boy

'Pay? I suppose only like a £1 though' - 14 year old boy

Most of the StreetGames Legacy sessions were free of charge and, therefore, cost was not a factor. There is some evidence from young people and the basketball programme in Newport that introducing small fees could be successful if initiated in consultation with participants.

Incentives

Incentives were well received across all of the sessions. The types of incentives used varied including StreetGames T-shirts and merchandise and Leisure Centre or Gym passes. Membership cards prove popular. In Pendle, young people received a card when they first started that entitled them to a free StreetGames T-shirt - if they attended 10 sessions. Each of the coaches in Pendle agreed the card worked well. As one coach said, 'kids like free stuff; they (are) gutted if they lost their card.'

T-shirts were popular with both older and younger participants and most of the young people said they did 'wear them'. However, young people were less clear about StreetGames as a brand. Indeed, their general perception of StreetGames was often linked to organizing 'festivals.'

Larger rewards were beyond the budget of most case sites. However, one StreetGames project organized a trip to the 2012 Games which was valued by a group of Newcastle Volunteers:

'Handball was amazing...The opportunities from StreetGames was a once in the lifetime and we appreciate it!' - 16 year old male

Young people enjoyed incentives and the staff felt that they did encourage young people to attend. In addition major incentives like the trip to the Olympics can provide young people with an opportunity to participate in the excitement of a sporting mega-event and as well as to have a potentially formative, even life-changing experience.

Time

Best times for sessions can vary by age, day of week, and time of year. Thus, the most successful sessions had their times adjusted to suit the needs of participants.

'We (coaching staff) made the mistake before (of having only a few people turn up to sessions). Now, we ask young people what they want or just fit the sessions around them.' – Pendle coach.

Most of the post-15 age group males preferred later times, such as 7pm or 8pm, while those under 15 years tend to prefer earlier times, such as 5pm. Some young people who belonged to a specific religious group preferred times that did not clash with worship times.

Family expectations (caring for a younger sibling and/or a lack of parental support for their participation) were mentioned by some of the girls we spoke to. Two Muslim girls stated that their parents would not have allowed them to attend so they claimed ‘they were studying’ as they could go to gym sessions.

Some of the older (16+) boys stated that they preferred coming to later sessions when younger people had gone.

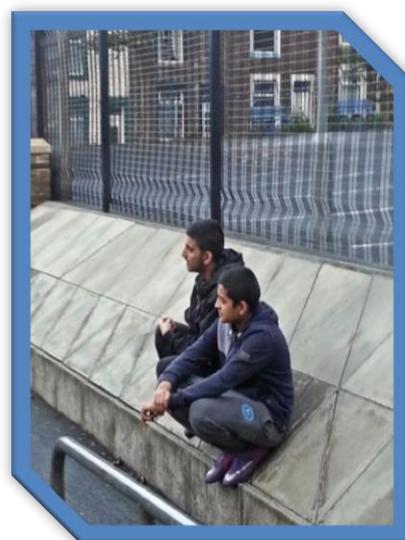
‘I prefer coming later on, cos the kids are gone by then and we (his peer group) get a propa’ game’ - 16 year old boy.

Another 16 year old boy said,

‘...you get to an age, right, you’re like 16 and you don’t feel right playing football with kids (the youngest people in the sessions). I mean, right, we try to use the MUGA still, but its dark by 6 and there ain’t no place else to go.’

Post-sixteen year olds were often hard to attract so session times that allow them space without younger people may be important for recruiting this age group.

Facility hire costs also impacted the timing of sessions. Coaches made use of non-peak hours, in schools, for example, when delivering sessions. The low cost of hiring these facilities, between 4.30 – 6.00pm, might well have the advantage of making these sessions more sustainable in the future.



Access

The importance of ease of access to facilities in attracting young people was highlighted across all of the five pilot project areas. As a 13 year old girl in said:

‘It’s (the Girls’ Gym session) easy to get to... we (the girl and her friend) come after school.

The girls’ school is close to the local Leisure Centre and the session meets at 3:30 so they can get to the sessions easily.

Some young people had limited access to transport or, as discussed below, preferred not to go outside a local neighbourhood. The importance of access is identified in previous research which suggests that increased distance from sports facilities is associated with decreased participation in sports activity by young people⁸.

The StreetGames projects were able to use facilities that young people felt comfortable with. The venues appeared to provide an 'escape' from local neighbourhood tensions and could serve as a neutral space where people from different ethnicities and backgrounds could play sports together. Outdoor facilities such as MUGA's and parks were used initially to attract and engage young people by offering activities in their own neighbourhoods. This worked particularly well with Football (and later Multi-skills) in Newcastle and Football in an old primary school playground in Pendle.

There was also a risk that some activities could become the domain of particular neighbourhood groups. The Marsden Heights football session was one example of this. This Asian male group developed their own set of rituals and routines based on age and ability. The older boys played inside while the younger (and presumably less able) boys played outside with no girls present, and, despite the coaches' efforts, change was resisted. As one coach said,

'We try different sports with them but, when we do, they complain or they won't turn up the next week.'

So, while the Marsden Heights session had successfully attracted a particular cohort of young males, who did take ownership of the football session, there appeared to be limited scope for including other young people or for challenging the hierarchical arrangement of the group's established norms without damaging the participation or attendance levels within the session.

Safety

Safety for both staff and young people was an expressed concern for some areas. Ideally sessions were delivered in familiar and desirable sports locations such as a local community centre, MUGA or multi-use games area. Young people explained that racial tensions and 'territorialism' meant that there were 'no go' areas where they would not feel safe. This was

⁸ Yeowart, C & McKenzie, D (2007) *After the Bell: Out of School Hours Activities for Children and Young People: A Guide for Donors and Funders*, New Philanthropy Capital

particularly evident in Newcastle where staff were delivering activities in less familiar neighbourhoods. There were young people who felt that the territorialism of neighbourhoods would prevent them from attending sessions:

'I need to cross to the other side of the street if I see a group of lads, I mean, I, all I need to do is just walk round the corner and there is a group of them, then you just need to run. I don't think I am gonna come ... to the session much because if you get caught (by a group of lads) you will just get beat up'. (Age 14 male)

This exacerbated many of the young people's negative and critical views of the local community respectively and, the coaches feared, their long-term commitment to sessions. The section on Newcastle in Outcome 1 identifies how that group addressed safety issues through partnership work, holding sessions within local community spaces, and offering sessions in the early evening.

Working with less sporty young people

For many young people the competitive side of sport and physical activity is the very thing that makes it enjoyable and fun. However, some of the young people we spoke to found competition stressful, particularly those without sporting backgrounds and abilities. For example, some young people (both boys and girls) stated that too much competition made them feel 'useless' or 'not good at sport'.

As noted, most of the sessions used football as a core activity, and these sessions were typically dominated by boys who were keen to play competitive games. The focus group work with the participants revealed that some of the younger boys could be put off traditional sport and particularly competitive team games, as there was felt to be pressure from others if you weren't particularly good at a sport.

'When I play football, they don't pass the ball to me... I don't want to play then.' - 13 year old boy

Similarly, the choice of activities available was an issue for some.

'If you don't like football and you're not like good, there's not much for you to do.' - 12 year old boy

One example of a session that offered activities other than football occurred in Pendle. This session attempted to create a more participatory climate in their activities. They incorporated a range of different sports, such as Netball, Orienteering and Dodgeball which served to minimise some of the differences in ability as no one had extensive experience playing them. The coaches also insured that teams were ability matched to create a fair

climate. Young people's involvement in many of the sessions was further embedded by assigning responsible roles, such as captains, especially to older and/or more influential participants. These 'leaders' appeared to take their responsibilities seriously and encouraged lesser skilled teammates and worked to include everyone in the games.

There was a sense that moving away from football was a useful way to engage young people of different abilities, ages and genders, including young people who were less experienced or confident in their sporting abilities. Sessions that involved football matches and basketball games were most popular overall and had the advantage of recruiting and retaining participants relatively easily (see Outcome 5 for more detail on activities).

Summary

The StreetGames Legacy projects provided a wealth of information on how to reach young people from disadvantaged backgrounds. The projects successfully recruited young people using a range of strategies from word of mouth, to partnerships, to social media. Most programmes were free and this was identified by young people as one of the aspects of programmes that they liked best (ranked fourth in the survey). One programme successfully initiated a small fee by incorporating young people in the decision. However, introducing a fee was not always successful. Incentives were perceived positively by young people and coaches. Coaches modified session times in order to meet the needs of different groups of young people. Gender, safety, religion, and age influenced young people's perceptions of the best time for activities. Convenience, familiarity and safety, were key elements of addressing barriers relating to access. StreetGames projects successfully incorporated nonsporty young people into their programmes by minimising competition, and incorporating novel and non-traditional activities. Addressing barriers to participation was facilitated by the development of positive relationships with coaches, consulting with young people before and during projects, and inclusion of young people in decision-making.

Outcome 10: The impact of the intervention on volunteering and the local sports capacity

The development of volunteers is important to the future of StreetGames sessions and community initiatives. Volunteers can be and often are redeployed to run groups as co-leaders, reducing the costs attached to full-time staff. In addition volunteering provides young people with a range of benefits. Pen Portraits of some of the volunteers follow this section.

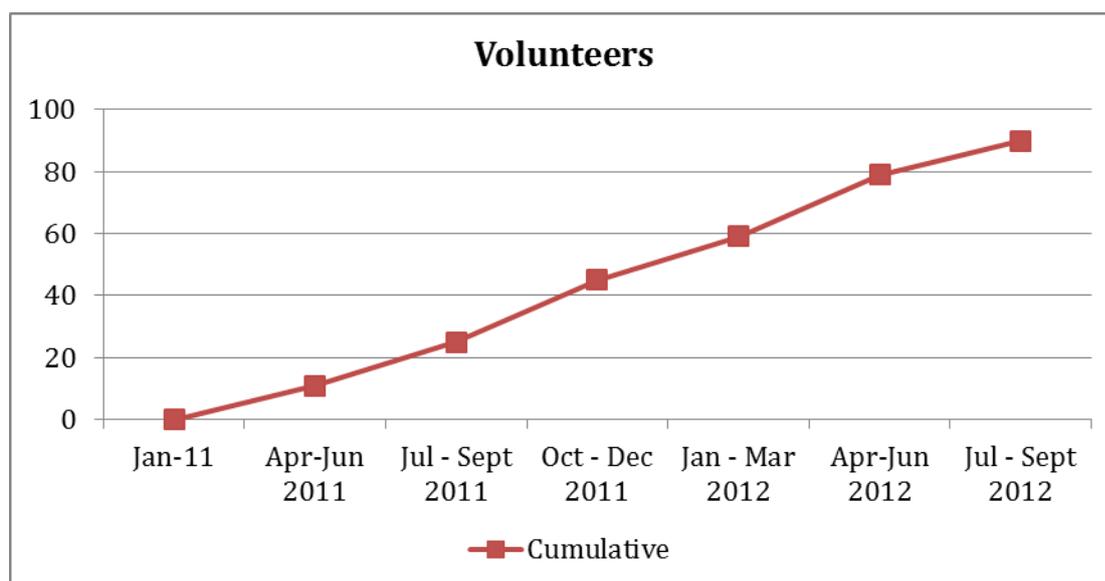
The legacy projects supported 1598 volunteer hours during the projects. This number is particularly significant considering the low levels of volunteering associated with young people from disadvantaged backgrounds (Table 5).

Table 5: Volunteer Hours

Hours	Pendle	Newcastle	Newport	Newham	B'ham	TOTAL
Apr-Jun 2011	52	0	49	0	0	101
Jul - Sept 2011	16	57	168	0	0	241
Oct - Dec 2011	37	5	183	0	6	231
Jan - Mar 2012	52	0	52.5	0	7	111.5
Apr-Jun 2012	52.5	0	0	0	829	881.5
Jul - Sept 2012	17	0	15	0	0	32
TOTAL	226.5	62	467.5	0	842	1598

There was a steady increase in numbers of volunteers throughout the programme culminating in a total of 90 volunteers (Fig. 7).

Fig. 7: Cumulative number of Volunteers



Choosing volunteers

Volunteers were typically identified by coaches. Coaches stated that *'seeing something in certain young people'* led them to encourage some participants to become volunteers. Another effective recruitment tool was volunteers asking friends to volunteer

He (his friend) got involved after I asked him... it's alright cos' well you can still be with your mates an' that now the (GCSE) exams are on'.-15 year old boy

Volunteers were trained to lead, encourage and buddy new young people as well as mentor isolated young people. In addition, they were often involved in planning, implementation and decision-making as well as fund-raising bids, *'we treat them as staff'*. Volunteers were encouraged to be role models *'(for) younger kids look up to and see what they have become'*. Helping a young person to become a volunteer and to assume the associated responsibilities and roles was a source of pride to coaches.

'they are absolutely brilliant'

'they come up with flying colours'

'they are success stories.'

Most of the sites had and continue to develop (some in great numbers) volunteers from their sessions who showed potential. In discussion with the coaches, potential was described as:

'a good leader', 'someone young people listen to', 'caring', 'good listener', 'patient', and having a good 'sense of humour'.

Further discussion illuminated other qualities which the coaches said were present in successful volunteers or those who remained with the session. The qualities were described as being:

‘stable’, ‘tolerant’, ‘reliable’ e.g. shows up on time’, ‘committed’, ‘do what they are asked to’, and having ‘sense of responsibility’.

Retaining volunteers was a key concern and coaches supported them by trying to offer varied experiences rather than repetitive menial tasks and discussing with volunteers what they would like to do.

Learning new skills

In line with the coaches’ comments, the volunteers stated they had also benefited from their various experiences at StreetGames sessions, with personal and social skill development and technical skills discussed. Improvements in skills, such as having confidence around adults and, speaking to different groups of young people were most frequently recorded among the volunteers: As one 16 year old male said,

‘It helped me have confidence ... (volunteering) helps you be confident talking to people like to teachers cos ... you ave’ to speak to adults, like coaches an’ that’.

A number of volunteers said they were also involved with running some activities; albeit in the presence of a coach. It appears undertaking this leadership role brought together crucial improvements in their sport-specific leadership and communication skills, particularly when dealing with difficult situations. This exchange highlights a reflective and reflexive capacity that was developed by one 16 year old male:

‘...well it (volunteering) teaches you how to run a session and how to control them if you get stuck...Sometimes you have just got to try an’ calm them (the participants) down, sit with them ‘cos they are frustrated ... there was one boy that would go mad every-time someone touched him, and he would shout an argument would kick off but I just needed to talk to him and ask him what was wrong and advised him how to get more of the ball an’ that.

(Interviewer) How did you learn to calm someone down?

‘I put myself in the position of what would I feel like if it was happening to me. Yeah, ‘cos it is has happened to everyone in the past... everyone knows how that feels. It is easier if you have a Brother, ‘cos you know what it is like and you can use that (experience) to calm them down...if someone gets angry. It depends how long you have been here ‘cos I watch the coaches now and try to learn from them, so I have kind of picked it (skills) up from them’.

Volunteers also valued StreetGames clothing that designated them as a volunteer as it differentiated them from other participants and provided a visual symbol of their role. One 14 year old boy said,

'My (volunteer) T-shirt makes me feel like an adult, be responsible and makes you look out for other people (younger participants).'

One volunteer also discussed the impact that wearing a StreetGames volunteer shirt had outside the session.

'It's good cos you get (StreetGames) T-shirts that says you are a volunteer I wear mine all the time like to P.E. an' that ...I like to do wear it cos it makes people aware of what you do...Like, teachers see me wearing my shirt and are like interested in what I do... They (teachers) never really spoke to me before.'

For this young person, the designation of volunteer held value beyond the sports session and enabled him to feel that he was perceived more positively in school

The volunteers stated they had benefited from their experiences at the sessions, with personal and social skill development and with their training. Improvements in life skills, such as having more confidence around adults, were frequently recorded among the volunteers.

Peer Mentors

Another successful way in which the coaches got young people to get more involved in StreetGames and to begin to develop leadership skills was through the use of peer mentors. These individuals (who are recognisable and trusted by the participants) helped in engaging other young people. After being offered a peer mentor role, one (14 year old male) volunteer, demonstrated his feelings about the responsibility of the role:

'I think it is important to help out (in the sessions) ... I'm really happy to help too cos it (sport) can help some of the people here stay out of trouble in school an 'that'.

Peer mentoring was a way of creating opportunities for younger participants to begin to develop some of the qualities required for volunteering and was seen to provide young people with a sense of responsibility. The training of peer mentors was seen as crucial with a particular need for training sessions tailored to the Under 16's.

Supporting volunteers

The coaches said volunteers and peer mentors required substantial support, encouragement and training. The challenging nature of supporting volunteers and mentors specifically was illustrated by one coach,

'volunteers are brilliant, but they do take a lot of hand-holding. I mean, as staff we spend a lot of coaching time supporting them in sessions...making sure they get something out of the session, cos', one bad experience and many don't come back.'

In addition, it was important to ensure that young people who became volunteers were capable of leading sessions, which requires not only routes to sports qualifications and certificates but opportunities to experience different ways of relating to young people and of working comfortably in a variety of settings. Volunteers need to be developed and given responsibilities that match their levels of expertise. In addition, some coaches suggested that volunteers were often given relatively menial tasks which can be demotivating.

Summary

Developing volunteers and peer mentors is important to the future of StreetGames sessions. Volunteers were often assigned to run groups as co-leaders, reducing the costs attached to full-time staff. Volunteers do need an appropriate level of training before they are ready to take on these central responsibilities. Volunteers and peer mentors required a large investment of time and training from the coaching staff. Some staff suggested that they might need some support in terms of managing volunteers' needs.

Volunteers were typically recruited by coaches but sometimes young people helped their friends get involved. Coaches looked for young people who exhibited leadership qualities and who had positive relationships with their peers. Volunteers and peer mentors also helped maintain the interest and participation of participants and provided a valuable contribution to the running of programmes. Young people felt that volunteering helped them to be more confident and to manage groups. Coaches suggested that volunteers learned to appreciate qualities such as reliability, punctuality, and leadership skills. Research on youth volunteering tends to focus on middle-class young people's experiences. The success of the StreetGames programmes provides valuable insight into young people from disadvantaged backgrounds experience of becoming volunteers.

Volunteer Pen portraits

Sarah volunteer 17 years old

Sitting outside a multi-skill session in Newcastle 17-year-old Sarah and I discuss her route into volunteering, *'I have known Tom (assumed name of the StreetGames coach) for like years an' that and I didn't want to stop coming here (to the sessions), so I thought, yeah, I want to do coaching'. Tom made it so easy to get into, ya know, he just asked me and I said yeah, I will volunteer.*

Whilst discussing her route into volunteering Sarah highlights instrumental and altruistic reasons behind her decision to give up one night a week to volunteering. *'I hope it (volunteering) will look good on my C.V. ya know to get a good job in sport an' that but, I just enjoy helping out the most, ya know, helping the younger kids to enjoy themselves. I mean, you have got to help out cos Tom an' that helped me when I first came here'.*

Sarah went on to say that she had always enjoyed sport but never really thought of 'doing something in sport' as a career. *'The coaches here at the session are really good, and they make you enjoy coming here. I mean you look can see that. Yeah, I look up to them a bit an want to be like them. Good at coaching'.*

Sarah is in now in her first year at college and is looking to get a coaching job when she completes her studies in two years' time. Comments such as, 'she is a brilliant', you can rely on Sarah to be there to help out', and 'Sarah is a success story', belies a shy, young lady. On average, Sarah completes 2 hours of volunteering per week (more during holidays) and has accrued 120 hours of volunteering. She has also gained qualifications, such as First Aid, has attended various StreetGames courses and is a regular volunteer at StreetGames festivals.

Mark volunteer 18 years old

Mark has caught the attention of many coaches in Newport since he started volunteering across a variety of programmes in 2012. He is noted for his enthusiasm, energy and supportive leader style with young people. His said his greatest achievement to date has been the Community Sports Leaders Award Level 2 in 2011

Mark has always been a keen Basketball player and he is keen to develop his coaching skills and knowledge locally. Mark volunteers at an u18s Basketball club where he leads training sessions and offers guidance to players. He is vital to the development in Basketball that is happening across the area.

Mark also works alongside full-time coaches to deliver an Alternative Education PE Referral programme for young people that are no longer in mainstream education due to behavioural issues and family background issues. He is committed to a timetable and delivers between 14 – 20 hours per week. Mark is frequently requested by partner agencies due to his nature with the young people who access the programme and his professional approach. Mark continues to work alongside coaches in delivering the programme but he takes a lead regularly. He is relied upon to update information onto a Monitoring and Evaluation toolkit and usage systems to highlight the engagement and participation levels within the projects.

Mark is therefore a valued member of staff within the sport in the community team.

“Mark is such an inspiration to the young people he works with. He is confident, energetic and always gets the best from the young people he engages with” Head Coach

A full-time coaching post will become vacant soon and Mark is looking to apply to gain full responsibility of the Alternative Education programme and delivery to YOS.

John volunteer 18 years old

John was in his final year of secondary school and is looking to go into further education. John is a bright individual and shows real enthusiasm for sports. He began volunteering with the sports development team after a work experience placement at the local sports centre. John qualified as a referee and regularly referees weekends for the junior football league. As part of this John is one of the main referees on a youth league, this was something he was reluctant to do at first simply because he would be refereeing his peers, as time passed by however his confidence from volunteering grew and he now has no fear in refereeing his age group but also years' above.

When asked why he wanted to volunteer John said,

'I had recently finished my work experience placement and I loved working with the team on the few occasions I was allowed. This spurred me on to becoming a volunteer and I don't regret it one bit. I knew how the community clubs worked and I wanted a chance for me to help out and give something back for all the hard work the team did over the years keeping me off the street.'

John went on to say, 'I am now a qualified referee and I get paid most weekend to referee 2 or 3 games which is a great bonus to get paid for something you enjoy doing. I have completed my first aid courses as well as some disability learning course to help us understand the young people on the local disability club and how is best to help them. I completed minimum operating standards course but I haven't had chance to use any of this'.

John has gained over 250 hours of volunteering and is one of the most dedicated members of the project that we have. John recently joined the armed forces.

Sally volunteer 17 years old

Sally began her volunteering over a year ago and has taken to it extremely well. She has always attended the local free sports session and understands how the sessions are supposed to be run, this in turn has led to an easy transition from a participant to a volunteer. Over the past year Sally completed over 100 hours for the team and has achieved his First aid. She currently volunteers 2 hours a week but would like to extend this in the future.

When asked what motivated her to volunteer Sally said, *'I am motivated by the people from the sports development team and also my friends...I am motivated by the great opportunities that I get from volunteering. I also enjoy the fact that I meet and mix with people who I wouldn't normally be with at school and also at volunteering events.... My main motivation for volunteering is to help others who are new, to make them feel welcome'*.

She went on to say, *'the skills that I have picked up through volunteering is kind of a respect for other people no matter what. I have picked up confidence in speaking to other people and feel confident talking to a group. I have learned to take responsibility and now feel ok in like, challenging situations.*

Sally ended our conversation by saying she sees volunteering as a great way to enjoy her spare time you have whilst doing things that you enjoy. It also opens doors to new friendship groups and can lead to new hobbies and pastimes'...*'Seeing the fun that the younger kids get have coming here is great...Although they had them (sports sessions at the Leisure centre) when I was younger they are much better these days cos' they really get you doing all different sports like dance an handball other than playing football and pool all night'*.

Sally is now in a local FE College and is also in the process of completing a BTEC sports course.

Dan volunteer 17 years old

Sitting in a noisy school hallway and outside a bustling a StreetGames sports session, 17-year-old Dan thinks back on why he wanted to volunteer. 'I kinda always enjoyed most sports, like playing football wi' mates in the park an' that so, well, when Harry (assumed name of the StreetGames coach) asked me I thought, yeah, cos', if he (the coach) hadn't been there (running the sessions) I probably wouldn't have went that much after I was like 15 or that' ...he helped me when I first started and I like, get to help (young) people who are new now. It's good to cos' I get to meet people who I wouldn't meet normally (at the sessions) at like volunteering events an' that'.

Whilst motivated to volunteer, he later said he was not always sure about what he wanted to do as a career and viewed playing football as 'just a way to see mates'. Adding, 'I didn't see the point (in school)...most teachers never liked us much anyway'.

Dan is in now in his first year at college and is looking to get a sports related job when he completes his studies in two years' time. Dan began volunteering over a year ago and, according to the Sports Development Team he works alongside, he has taken to volunteering really well. Comments such as, 'he is an excellent mentor to the young people', 'he is always keen to help out', 'he has grown in confidence and now (with some guidance) leads sessions' were freely attributed to Dan by Staff. On average, Dan completes 3 hours of volunteering per week (more during holidays) and has accrued 150 hours of volunteering. He has also gained qualifications, such as First Aid, and attended various minimum operating standards courses.

Outcome 11: Whether participation is changing/ challenging the working practices of sports and physical activity workers

The success of the StreetGames Legacy projects meant that in many cases the working practices of coaches and coordinators were supported rather than challenged. Young people responded well to the informal, supportive delivery style of staff. The legacy project did, however, pose some challenges for staff.

Recruiting in unfamiliar neighbourhoods. Staff had to develop new strategies to bring doorstep sport to young people in unfamiliar neighbourhoods. This required delivering sport in areas without facilities, partnerships with local youth workers, and strategies to ensure that young people felt safe traveling to and during sessions. (Outcome 1)

Introducing new sports. A number of staff were inspired to use the multi-sport framework of the Olympics/Paralympics as a basis for introducing young people to new sports. In some cases this required time and effort, particularly with young males who were insistent on playing football. Projects who did introduce new activities found that they were well-received, fostered positive peer interactions, and were attractive to less sporty boys and girls. (Outcome 1)



Supporting volunteers. Some of the programmes were highly successful in their efforts to recruit volunteers. This provided an excellent opportunity to foster young people's development and to provide extra resource for delivering programmes. It also provided coaches and coordinators with challenges as training, developing, and supporting volunteers was extremely time intensive. Volunteers who did not enjoy the experience or the activities they were assigned to would simply withdraw so programme coordinators had to ensure they had varied, interesting tasks that

were challenging yet within their capabilities. (Outcome 10)

Youth work skills. Staff were sometimes challenged by young people's desire to discuss personal problems and issues and their requests for advice on issues beyond sport. In many ways these staff had unique relationships with young people and they may require special training to ensure that they feel confident to know how to support, refer, and advise young people appropriately.

Outcome 12: Whether the physical environment, infrastructure and facilities that promote behaviour change are changing as a result of the interventions

The legacy funding was primarily targeted for coaching and facility rental. In nearly all of these five case study sites Legacy funding was used to subsidise existing provision. Some programmes, therefore, had access to different or better facilities as a result of the funding. This can be attractive to young people who may relish the opportunity to play on an Astro turf pitch, use a climbing wall, or access 'proper' equipment. However, there is a risk that the existing provision will not continue due to funding cuts. All this considered, little or no noticeable change was noted of a change in the physical environment, infrastructure or facilities as a result of the programmes.

Outcome 13: The extent to which the outcomes from formal sport, less formal activity and health interventions are similar/different

The Legacy projects were typically delivered in the StreetGames doorstep sport style which employs organized, but informal sessions. There did not appear to be significant deviation from this format across the projects. The Birmingham project had more overt health-related aims but was not organized as a traditional health intervention and the delivery style and outcomes were similar to the other projects.

Outcome 14: How best to build a lasting legacy from 2012 in terms of increasing opportunities to take part in sport and be physically active

The information within this section is taken from the Legacy Evaluation Framework which was submitted alongside this report.

The London2012 legacy action plan included the promise “Make the UK a world-leading sporting nation”. Community sport broadly and StreetGames specifically were designated as crucial to fulfilling legacy ambitions of inspiring young people through sport and getting people more active. The focus of the participation legacy was on enhancing and increasing opportunities for engaging in quality sport from grassroots to elite levels. Increasing participation has been shown to be challenging and there was little increase in participation figures in England in the two decades prior to London 2012. The British government was aware from the beginning that a participation legacy would not occur without concerted, targeted efforts. Increases in participation require substantial resource and planning as well as an ability to tackle the complex combination of factors that shape individual decisions to initiate and sustain participation in sport.

How can a mega event help increase participation?

Mega-events do not automatically influence mass participation; however, the publicity, excitement, attention to sport, festival-like qualities, and inspiration that they can generate have been used to develop and enhance sports delivery. Conceptually, the links between mega sports events and participation include:

- Mega sports events may inspire already active participants to increase participation or to try new activities. This trickle-down approach does not work for everyone and needs to be supported through community initiatives.
- The festival-like atmosphere of mega sports events may encourage active and less active members of the population to get involved in local activities linked to this festive spirit.
- The appearance of new sports on the sporting landscape may create an interest in trying these activities.
- Mega sports events may help to foster a sense of community and social connectedness that facilitate individuals’ willingness to get involved in local sport as a participant, volunteer, or coach.
- The creation of new local facilities may increase opportunities for access to attractive, dedicated sporting spaces.
- Information and knowledge about sporting opportunities may be increased.

Most importantly, the use of mega sport events needs to be part of more comprehensive community-based initiatives such as the Legacy projects.⁹

Participation legacies, therefore, have much in common with the learning from this project which relates to developing lasting structures.

Participation legacies can be created by strengthening an organization's reputation and profile for delivering quality community sport in the style preferred by young people. The style of sport young people from disadvantaged backgrounds favour appears to differ from more organized young sport settings which are characterized by more hierarchical relationships between young people and coaches and are organized more formally.



Participation legacies can be created by developing partnerships with other community organizations. This can facilitate understanding of local community needs and delivery options, referrals for young people, shared delivery, shared use of facilities, reaching new populations of young people, and supporting progression.

Participation legacies can be created by inspiring young people's interest in volunteering. Young people felt that they gained a lot through their volunteering experiences in terms of increased social skills, improved sense of responsibility, new aspirations for the future, and enhanced confidence.

Finally, participation legacies can be created by increasing young people's opportunities to participate in sport. This can include expanding the options for current participants and motivating less or non-active young people to get involved. Most sports programmes attract middle class youth; StreetGames capacity to make physical activity fun and easy to access for young people is an achievement.

⁹ Girginov, V. and Hills, L. (2008) A sustainable sports legacy: creating a link between the London Olympics and Sports participation. *International Journal of the History of Sport*, 25(14), 2091-2116.

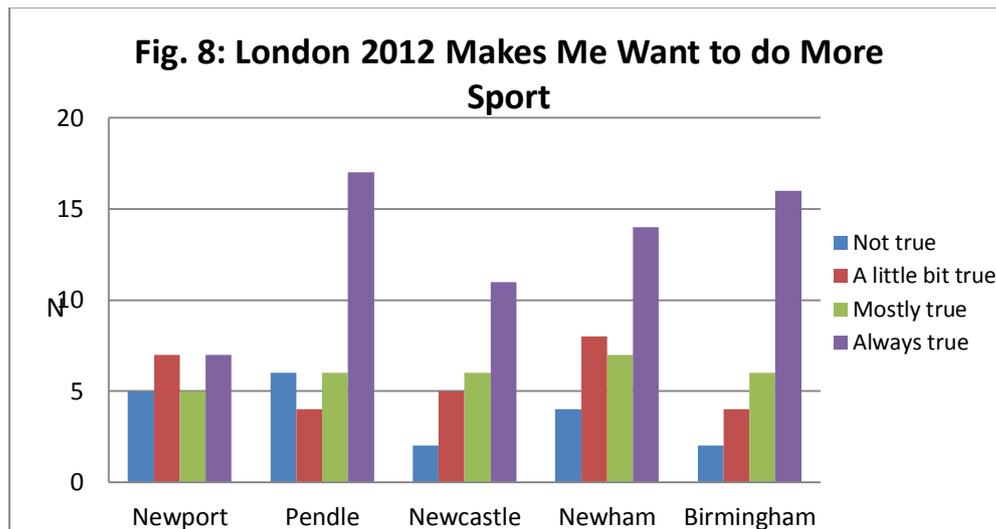
Summary

Participation legacies need to be created. The StreetGames Legacy project has provided rewarding sport experiences to over 3000 disadvantaged young people in five communities. The opportunity for young people, particularly those who may feel disenfranchised or excluded from more formal sporting environments, to have opportunities to get involved in sport is crucial to the StreetGames legacy. The overall message from young people was that they had fun, made friends, and felt fitter. Increasing activity levels and the desire to participate in sport will also contribute to a health legacy as these young people will be more likely to continue to be involved in sport in the future.

The capacity for StreetGames programmes to deliver these goals is enhanced by the development of relationships within the local community, creating partnerships, and supporting young people to progress into volunteering, gaining qualifications and to engaging in more sport. Funding is also key to delivering quality sport and the Legacy funding has been central to projects' ability to deliver a participation legacy.

Outcome 15: Building a legacy – the 2012 Olympic Games

The 2012 Paralympic Games enabled some young people to whom we spoke to imagine the world in a new way. Most of the young people said the 2012 Paralympic Games provided a stimulus to try something new or give it (new activities) a go! In particular, many of the young people said they now wanted to or would try Wheelchair basketball or Goal-ball, for example.



Survey data indicated that young people changed their mind about the impact of London2012 on their desire to do more sport. Numbers of young people selecting not true decreased while those stating it was always true increased. The excitement generated by London 2012 and the exposure to new types of sport appeared to inspire young people to be more active.

Overall, young people were excited by the elite nature of the event and there is evidence that attendance numbers at certain sessions received a boost directly after the 2012 Games. Young people and some of the coaches believed that the 2012 Games did provide an opportunity for different cultures to reach out to each other through sport. Evidence suggests that practical barriers, such as lack of access to facilities and (peer or parental) support, should not be under-estimated as these are tangible and long-term concerns for many of the young people. After the 2012 Games young people and coaches across England and Wales remained skeptical of any new facilities being provided in their community. Two months after the 2012 Games none of these individuals could identify any changes to their locality.

Primarily, young people said that the 2012 Games were a success but were having little or no lasting effect upon their lives.

Appendix A –Literature Review

INTRODUCTION

This section of the report identifies existing evidence that could help to inform how StreetGames might focus their support for interventions with young people based on sport and physical activity.

Overview: young people, sport and leisure

The review of literature about young people, sport and leisure suggests that there is a need to create sustainable opportunities for young people, particularly those from socially and economically disadvantaged backgrounds, to participate in sport and physical activity **(1)**. Social class is the factor reported to have the most significant impact on access to and shaping experiences of sport and physical activity and is identified in literature alongside other forms of inequality. Although we do not look at the evidence of sports participation in relation to any specific group in this report, it is important to acknowledge that young people who access sport and physical activity are not a homogenous group. Social difference (race, gender, place and disability, for example) shapes young people's views of sport, their experiences, and participation in sport and physical activity.

The 2002 Sports Equity Index **(2)** (a measure of the relative propensity of different groups in the population to participate in sport) developed by Sport England demonstrates very clearly that there are differences in young people's participation levels. However, the index does not go on to identify the reasons for the variations. A review of existing evidence about young people and sport suggests that in general

- Young people generally see physical activity as beneficial in terms of health and fitness, developing new skills, socialising and enjoyment,
- However, inactive young men and women who have had little or negative experiences of sport may find competitive exercise/activity problematic.
- Where poverty intersects with other factors of social difference (e.g. ethnicity or disability) the potential for marginalisation and social exclusion is clear.
- A direct relationship between young people's sport participation in disadvantaged communities and specific outcomes, such as sports literacy and social mobility, are ambiguous and will require much closer investigation.

For most young people included in the research undertaken by Rees *et al* **(3)** the idea that physical activity could be understood as fun and enjoyable was more important to them than emphasising some of the other benefits from sport or fitness. Rees *et al* go on to conclude that there is a lack of good quality research that evaluates the *effectiveness* of interventions promoting physical activity, especially in the United Kingdom. This is not to say that these interventions are not effective, rather that the evidence is not available, as rigorous evaluations are often not undertaken.

As Rees *et al* point out, although young people have clear views on barriers and supports to participation, research so far has failed to take proper account of these, particularly in relation to the views of young women. The overall message here is that it is crucial to

understand the views of different groups of young people in relation to participation in sport and to take these as a starting point in developing both policy and practice.

Sport and young people from disadvantaged backgrounds

The literature indicates that some negative attitudes, perceptions, and preferences that young people from disadvantaged areas have toward sport and physical activity are shaped by the different spaces, places and resources that they have available to participate and engage in sport and physical activity **(4)**. This is often significant to the nature of the physical activity and individual sports as well as to important life outcomes such as young people's physical, lifestyle, social and cognitive development **(5)**. The 2010 U.K. census indicates the extent and nature of deprivation in contemporary Britain. It shows the growing divide between the richest and poorest in the U.K. with large concentrations of poverty in the post-industrial towns, especially in the North. In comparison with the earlier 2001 Census, which was preceded by intense research **(6)**, there is a clear indication that health inequalities between social classes have widened over the last ten years. This situation is likely to be worsening in the context of the current recession **(7), (8)**.

The Millennium Survey of poverty and social exclusion in Britain also found a bias towards the well off in leisure service provision (including sports provision), noting that poverty affects children and young people's access to leisure more than any other section of the community **(9)**. This is important because sociability and leisure participation partially define social inclusion and 'normality' **(10)** and poverty is a significant risk factor in becoming excluded, with all the implications this has for identity, health and well-being. Children and young people are the frequent target of leisure commodification, yet their capacity to participate in leisure (in sports activities, for example), is invariably shaped by social inequality and exclusion. What does this mean in practice? Save the Children's research findings, commissioned from the New Policy Institute, estimate that 14 million people in the UK can be considered to be living in poverty, with 1.6 million children living in 'severe poverty' **(11)**. Where poverty intersects with various factors of social difference (age, ethnicity or disability, for example) the potential for increased marginalisation and exclusion is clear.

In line with this latter concern, the literature suggests that obesity is increasing in children and young people within the U.K. Indeed, some researchers suggest that there is a moral panic surrounding obesity amongst children and young people **(12)**, especially those who grow up in poorer communities. Consecutive Governments (and Sport England) have identified this area as a target for sports intervention as it is connected with a range of health inequality issues in the U.K. **(13)**. While all segments of the UK population are affected by obesity, one of the common myths that exists in the British press **(14)** is that people with a low-income in general are obese. In this generalisation, two facts commonly are overlooked: a) the relationship between income and weight can vary by gender, ethnicity or age and b) while disparities in income are closing, those with higher incomes are becoming obese **(15)**.

Sport and physical activities in disadvantaged, or ‘poor’ communities, have also been identified as important in keeping young people away from crime **(16)**, and increasing community cohesion. Larkin **(17)** also highlighted a common perception that exists in the sports development literature, that all sporting activities in poor communities will have an identifiable influence or effect on the lives of young people who live there. However, Larkin also identifies a lack of evidence relating to the impact of these sports projects (especially large development initiatives) in poor communities. Larkin’s review indicates, for example, that sport may provide a context which develops strong social bonds through shared symbols and identity as well as common purposes, all of which are conditions for promoting a sense of belonging, trust, and, as Wann *et al* **(18)** suggest, to ‘*combat the pernicious effects of apathy and cessation of motivation.*’ A 2005 Department of Culture Media and Sport **(19)** report identified evidence that those who participated in sport were more satisfied with life, more trusting, more sociable and healthier. Extending this analysis, Downward and Rasciute **(20)** suggest that sports participation increases subjective well-being generally, but even more so through social interaction. This might be the case in activities such as team-based sports and/or sports undertaken with others. Indeed, it is ubiquitously maintained that participation in sport and physical activity has a positive effect on:

- life satisfaction **(21)**;
- the individual's health and happiness,
- improved educational results, social networks, and social cohesion, as well as increasing confidence and sense of self-worth **(22)**,
- a link between participation in sport and a reduction in offending behaviour;
- economic factors by generating employment, and boosting regeneration .

On the other hand, the evidence to support these views, particularly studies that include the views of young people who live in poor communities, is limited.

This lack of research led Long **(23)** to suggest social cohesion and health and sports literacy may not be a ‘necessary consequence of sport’ **(24)** in disadvantaged areas. Participation in sport and physical activity is low amongst certain groups that exist within disadvantaged areas, such as women and girls, ethnic minorities and disabled people. Repeated studies show no evidence of a change in the social patterning of physical activity within these groups **(25)**. Indeed, the participation of disabled people in sports has been falling since 2005. 93% of disabled people in England do not take part in sport, and sports participation among disabled adults has decreased by 42,800 to 386,700 **(26)**. Disabled young people are also less likely to participate in extra-curricular sport than non-disabled young people. This collective evidence would seem to provide a rationale for building a legacy of more young people involved in sport and physical activity.

However, many authors claim it is a fallacy to think that it is possible to change the aspirations, attitudes, preferences and perceptions of young people who live in poor communities in favour of health and sports literacy through their involvement in sport and physical activity alone. Coalter *et al* **(27)** argue, for example, that the lives of young people from poor backgrounds are determined largely by what happens outside of sport clubs, events and organisations. Coalter *et al*’s concerns relate to the outcomes of sport and the

need for other enabling factors to be in place: changes in the physical environment, infrastructure and facilities, etc. These enabling factors are directly related to concerns about the importance of sport's transformative potential, particularly in relation to providing the means by which people have the cultural capacity (or capital) to travel between different social spaces (see Bourdieu, 1986) **(28)**.

Coalter and his colleagues are not alone in their scepticism of the role that sport and physical activity on its own can play in transforming young people's lives. A wide range of recent articles, such as Long *et al* **(29)**, Dubrow *et al* **(30)** and Spaaij **(31)** that examine the role of sport in poor communities, draw similar conclusions. These articles note that it was not sports participation that affects the lives of young people in poor communities but aspects of the wider external socio-cultural and economic environment. Thus, stakeholders in sport should be aware of the limitations of any attempt to use sport to deliver changes in attitudes, aspirations, preferences and perceptions of young people in poor communities. That is, in the absence of parallel initiatives in the larger social, cultural and economic environment.

The point is not to debunk the positive influence of sport in poor communities, but to suggest that the circumstances of some young people are complex and solutions not as complete, as some authors suggest **(32)**. Gathering evidence from young people is therefore crucial. This has the potential to challenge the naïve assumption that offering short-term sports activity provision and increased opportunities for physical activities in poor communities will routinely achieve specific outcomes. It is also accepted practice to involve young people in the developing, designing and delivering of sports provision, whilst aiming to increase effectiveness and accountability. However, there are few examples in the literature of how this might be achieved in practice. The message from literature is that it is important to gain and understand the views of different groups of young people in relation to developing participation in sport and physical activity and to take these as a starting point in developing policy and practice.

Sports and Activity Development: developing the skills of programme leaders

There is a perception in the sports and community development literature that adults, such as sports coaches and sports leaders, for example, or those involved in delivering sports provisions, are an overwhelmingly positive influence upon young people's lives as well as have a positive impact on broader aspects of community development. The limited evidence in this literature (wider evidence exists in youth work literature about the nature of these relationships, see Batsleer, 2008, *Informal Learning in Youth Work*) endorses the potential of positive social relationships between sports coaches or leaders and participants. A wide range of authors suggest that if sports leaders and coaches are to make a positive impact on the lives of young people in poor communities **(33)**, there is a need to offer professional development on practices that are most likely to lead to establishing and maintaining positive relationships. Sandford *et al* **(34)** promote three particular factors:

- Effective matching of a young person's needs with the specific project objectives

- Giving young people the opportunity to work with others and, more importantly, for the benefit of others
- Establishing positive relationships between sports leaders and young people

The claim that sports provision is a panacea for young people in poor communities, and of sports leadership as a key component in successful programmes (35), also has certain weaknesses when looking to further the development of sports leadership in these communities. In particular, there is a continued failure to systematically monitor and evaluate the underpinning factors that may lead to establishing and maintaining positive relationships and to connect these with particular outcomes in young people's lives, such as whether a sense of belonging can affect attitude change. Indeed, there is little insight into what these relationships look like, what form they take and what social processes underpin them (36).

Although it may be difficult to demonstrate that social relationships forged through sports participation will, on their own, make a generalisable contribution to the solution of various social problems, Coalter *et al* argue the need to illuminate what types of learning or 'socialisation' furnish what 'outcomes (positive and negative) for which young people and under what conditions.' In other words, to maximise the impact of sport it is important that we understand the 'social connections' made between sports leaders and young people in poor communities, what the unintended effects and consequences of these relationships might be, and how young people's lives are differentially affected by social networks based on trust and respect. These findings may provide insights into how young people possess, produce and utilise these bonds and connections, to build new relationships, and to resist negative social networks and resources in order to develop positive life-pathways.

Despite the limited amount of evidence available to support the view that sports leaders and coaches have a positive effect upon the lives of young people in disadvantaged communities, a number of issues have become apparent from the literature review:

- These adults are closest to young people as sport participants (both proximally and emotionally) and are generally perceived as 'role models' who can exert a positive influence over young people (37).
- Role models are not always positive. They can promote negative social images, beliefs and behaviours. This can apply equally to coaches (particularly sports coaches) and parents as it can to celebrities and athletes.
- In general, the most effective role models are those that focus on developing a long term, mentoring relationship particularly for individuals from socially disadvantaged groups and 'at risk' groups.
- However role-model, as a concept, is under-theorised in the literature
- The capacity of sports organisations and clubs to evaluate their coaches' skill development appears limited. Organisations may need support and guidance in

order for them to be able to undertake meaningful evaluations of the role that coaches play in young people’s lives **(38)**.

Developing sustainable sport in disadvantaged communities: the role of volunteers

For many, not least the UK coalition Government, the hosting of mega-events such as the 2012 Olympic and Paralympic Games held the potential to enhance long-term awareness and sustainability of sport. However, there is much debate in the literature over how and whether this can be achieved. The evidence gathered so far that mega-sporting events increase sports participation and provide a sports development legacy or positive ‘trickle-down effect’ **(39)** is complex **(40)**. Historically, voluntarism has a strong profile in English liberal political discourse and as an element in welfare state provision. Voluntarism has been characteristically understood as a counter-balance to statism. The UK Coalition government emphasises the importance of volunteering, but situates it in the context of the so-called ‘Big Society.’ In Big Society discourse citizens are encouraged to participate in running public institutions, this apparently leading to more involved, responsible and integrated communities. Political support for volunteering may also be tied to its imputed capacity to reduced state provision, with its associated potential to change motivations and expectations behind volunteering. Thus, questions persist around whether the Big Society is concerned with citizenship, efficiency or ‘deficit reduction’.

One of the key policy messages from the 2012 Olympic and Paralympic games was that many of the positive benefits of sport are to be obtained via participation. Involvement in the organisation and provision of opportunities for sport may assist in the development of transferable skills **(41)** and community coherence. However, the Centre for Social Justice’s 2011 ‘More than a Game’ report **(42)** questioned whether the London Olympics could achieve this. The Centre for Social Justice suggested that the scale of the challenge that the Olympic organisers set themselves appeared too high for the relatively small amounts of funding and the programmes that have been promised. The Centre’s (p. 116) report states,

‘The participation target was...flawed from the outset, not just because it was more convincing as a sales pitch than a policy objective, but because engaging any number of additional people in some unspecified sporting activity is not the same thing as a serious, targeted work aimed at transforming the lives of Britain’s neediest people.’

Certainly, several organising bodies of previous mega-sporting events have made claims and predictions that their event will increase grass-roots participation in sport, particularly for young people in some of their poorest communities. What is also evident however is that past governments have tended to avoid clarifying whether they expected rises in participation to be long-lasting or short-term. The literature suggests that increases in sports participation as a consequence of mega-events are by no means guaranteed. For example:

- The Sydney Olympic Games 2000 helped to arrest a decline in general sports participation,**(43)**;
- The Australian Rugby World Cup 2003 resulted in increased participation in rugby, but only in those regions where rugby was already popular as a sport;

- The Melbourne Commonwealth Games 2006 did not result in any significant increase in sports participation in the publicised sports.

The experiences of these events suggest that regional participation rates are more likely to increase than national rates, and that overall increases in sport may be marginal.

Uncertainty over how the 2012 Olympics and Paralympic Games will develop physical activity, sport and health legacies across the UK is re-emphasised by McCartney *et al* (44) and Murphy *et al* (45) in their systematic and wide-ranging literature review of the evidence for increased public health surrounding mass sporting events. Brown *et al* (2001 p. 12) (46) summarise the sentiments of many authors on the subject by stating:

‘There is certainly no guarantee that a major sporting event will produce positive social and/or economic benefits.’

Other research available on non-Olympic sport suggests that any gains made may not be sustained, and that in disability sport the low numbers of clubs and the dearth of development pathways make it particularly difficult to monitor the impact of sporting events on participation (47).

Though not directly related to major events, there is some evidence that sports spectatorship at live events and watching sports on TV is linked to greater sports participation (though general TV viewing is not). This suggests that sport is a collectively consumed activity (48) and that the Olympic and Paralympics have the possibility of building upon existing sports interest. However, unless the Games are embedded in a longer-term developmental strategy they are unlikely to have any general and only limited sports-specific impacts (49), such as an increased interest in watching handball or Basketball games on T.V. Whilst much sports policy is focused on introducing young people to sport, keeping young people active and the sustainability of their involvement is identified as a key challenge (the strong links with personal circumstances notwithstanding). This is exemplified by the high drop-off rate from sports participation post-school age, with 25,000 fewer 17 year-olds participating in 30 minutes of sport three times a week compared with 16 year-olds (50).

There is evidence in the literature that suggests local, neighbourhood festivals can ‘*use the spirit of the Games as the motivation for engagement*’ rather than being reliant on an elite sporting event, and that such festivals ‘*transcend sport and engage local communities and their cultures*’ (Hughes, 2011) (51) to increase sports activity and social benefits. However, any real empirical evidence base to support the social, cultural or health-related potential of the 2012 Olympic and Paralympic Games is sparse and any positive outcome in young people’s lives from sports participation results from a ‘*complex and not well understood (set of) interactions*’ (Coalter, 2004) (52).’

Bearing this in mind, a central pillar of StreetGames’ strategy for securing a sustainable sport legacy in some of the poorest communities in the U.K. has been to increase the quantity and quality of volunteers by targeting and then developing participants. The idea that volunteers can be recruited from areas in which they live is not new. Indeed, sport at

the local level is dependent on volunteers **(53)**. Volunteering has been a central feature of several sports initiatives, both within the UK and US, and research has highlighted the profound influence of local volunteers who have supported sports programmes for ‘at-risk’ young people. Such an approach to recruitment is favoured not only because local recruits are often regarded as having more ‘street credibility’ **(54)** than traditional coaches and other professionals, but the development of volunteering may also offer training, work-related skills, and employment opportunities for those outside the labour market.

Volunteering has been most often linked to more affluent sections of the U.K. population, Indeed, a National Volunteering Survey showed that those in professional occupations were twice as likely as people in routine occupations to be in formal volunteering, while those defined as ‘at risk’ of social exclusion, including those with a disability, and ethnic minorities, show low levels of formal volunteering **(55)**. Furthermore, the literature on youth volunteering focuses on middle class young people. Such a focus may risk creating volunteering opportunities (or cultural know-how) which only mobile middle class young people can access on account of their spare time, confidence and education. Acknowledgement of the reasons behind and impact of less formal networks of social aid, as well as the different the support these networks require, can provide a holistic definition of volunteering; one that is open to, and inclusive of, all social groups.

The literature also illustrates a view of volunteering as being embedded in intrinsic self-interest, which relates primarily to personal development, with young people engaging in volunteering as a form of exchange or a transaction: volunteers offer their time, in return for personal gain of different kinds. The majority of literature adopts a definition that encompasses only formal types of volunteering. Volunteering in these terms takes part in an organized form and includes young people finding it difficult to access the labour market, or young people seeking other unanticipated benefits **(56)**, **(57)**. In addition to such motivations, ongoing research with young volunteers by NatCen 2011 **(58)**, shows that a number of practical and context-specific factors facilitate volunteering. Time and proximity also seem to be important factors in supporting volunteering. For example, the potential volunteer, even if already motivated to volunteer, requires the time to participate and an opportunity to do so must be located close to home. Similarly, a key facilitator for volunteers is that they are able to meet in a setting that is of interest to them or in a context that they are familiar with. This does not, however, preclude young people who are not motivated by self-interest but by a desire to help others **(59)**. Voluntary engagement in sport tends to be regarded more negatively than voluntary activity in other fields. However, sport remains a popular field of engagement for volunteers, with young people also heavily involved. For example, 47 percent of all youth volunteering takes place through sport **(60)**. The impact of young people from poor communities (especially BME communities and disabled groups **(61)**, on other (young) people and their community) is mostly absent. Consequently, there is only a limited body of evidence available **(62)**, **(63)**, **(64)** that indicates what young people in disadvantaged communities might gain from and contribute to volunteering. This suggests that volunteering is important in

- Providing opportunities
- Providing enjoyment and an expression of shared enthusiasm

- Developing mutual understanding and breaking down barriers
- Developing skills and confidence

Bearing this in mind, there is a real need to involve stakeholders, including young people from poor communities, in the design and delivery of legacy development. This involvement may challenge myths about young people and validate the impact they have as volunteers in their communities. There is little evidence in the literature that illustrates forms of voluntary engagement in disadvantaged communities and how these engagements and voluntary roles (may or may not) facilitate the development of personal and social skills, develop self-confidence, self-efficacy and self-control in young people's individual and collective social lives. The scarcity of research on these engagements is perhaps a reflection of the lack of value given to the role of young people as volunteers in poor communities. Understanding the levels of involvement will validate young people's experiences and draw attention to the value of social relationships, social networks and generalised trust in shaping effective services and sports provision for young people in their own communities.

Our review of the literature suggests several factors that impact the provision of sport for young people and which will have implications for StreetGames. First, it is important to acknowledge the limitations of the research evidence for many of the claimed impacts and social and physical benefits of sport and sporting activities on young people within 'poor' communities. These limitations arise from three broad factors:

- The lack of robust research into the benefits of sport participation for young people who live in disadvantaged communities;
- The difficulties in measuring and defining many of the apparent benefits of sports participation, such as social cohesion, and separating them from other (positive and negative) influences and access to social capitals that may exist within young people's lives;
- Measuring the cause and effect of sport's indirect effects (or between StreetGames interventions and actual change) upon young people's lives present some difficulties (i.e. what is cause and what is effect).

Nevertheless, 'street-based sport' encompasses a spectrum of activities and settings (local facilities) that are adapted to meet the needs of young people with differing fitness and ability levels. Furthermore, the 'social side', often a key part of local sports-based activities, may also serve to support young people's continued involvement and enjoyment of sport and physical activity, which, in turn, might also help ensure some of the apparent health as well as social benefits of sport participation and sustainable sport.

The literature review also identifies some **key groups for sport and physical activity**:

- I. Children and young people from disadvantaged backgrounds
- II. Children and young people with disabilities
- III. Girls and young women
- IV. Children and young people from BME backgrounds

V. Children and young people at risk of being obese or overweight

Although there is a consistent identification of these groups in the literature, it should not be assumed that other disadvantaged groups do not exist simply because they are not referred to. For example, lesbian, gay and bisexual (LGBT) young people or migrant, asylum-seeker and refugee children may have particular needs although there is little literature on these. Groups such as ethnic minorities, disabled young people or those on low incomes also face barriers to participation in culture and sport. For example, a sharp decline in participation levels amongst many disabled people is due to a range of similar but well documented barriers including, health difficulties, and lack of information, money, time, confidence and the appropriate support to access sport activities.

Specific barriers to participation amongst young women (15-19) identified in the Sport England report (2006) (65) also include the challenges of identity (e.g. having to show others an unfit body), appearing incompetent or lacking in sport-related confidence and experience. For ethnic minority groups it was found that it is not ethnic background per se, but how individuals identify with their own ethnic background that can indicate lower participation rates.

On the subject of knowledge accumulation surrounding youth sport, and the development of sport, physical activity and health legacies from the London 2012 Games, a systematic review in 2009 (66) concluded that the quality of existing evidence is often poor, which might hamper the field of youth sport research. On a related note, many of the existing studies in the field tend to be concerned with *what* young people do, instead of investigating *why* young people actually chose to participate in a particular activity. Attributing any key changes in young people's sports participation, aspirations or behaviours to the London 2012 Games (or specific legacy programmes across England and Wales) must be accomplished by focusing on any impact made from the bottom-up, rather than relying upon surveys. By taking the former approach, the impact of specific programmes can be assessed through close consideration of what would have happened to these programmes and funding in the absence of the London 2012 Games.

- The literature suggests that where interventions are successful, providers take full account of ***young people's voices*** and involve them in planning, organisation and evaluation.
- Where projects are successful, they are ***flexible*** and take account of ***young people's circumstances and backgrounds***.
- It is important to identify the ***motivation*** for participation. Many young people value fun and are less compelled by possible health benefits. Other young people may value competition and excellence. The point is that young people, like others, attach different meanings to sports participation and providers should understand these.
- For some young people good ***role models*** or (peer) ***mentors*** are important sources of encouragement to participate.

- Adults are important for young people. Indeed, their role is crucial as **gatekeepers** to participation, and this implies that projects should consider issues like recruitment, CPD and so on.
- Much of the literature implies that successful projects are well connected in the sense that they involve the right **partners and stakeholders**. This means that they are able to draw on good local knowledge to best develop the work. Young people, their peer and friendship groups and families are key stakeholders.

1 Please see the StreetGames link below for an extensive literature on sport and social class:

Online:<http://www.streetgames.org/www/category/sg-academic-research/research-papers-sport-sports-participation-and-social-class>

2 Sport England, (2002), Participation in Sport in England, Sports Equity Index, London

3 Rees, R., Harden, A., Shepherd, J., Brunton, G., Oliver, S., Oakley, A., (2001), Young People and Physical Activity: a systematic review of research on barriers and facilitators, London: EPPI Centre, Social Science Research Centre, Institute of Education. London.

4 Strand, S. and Winston, J. (2008) Educational Aspirations in Inner City schools, *Educational Studies*, 34, 4, p. 249-267

5 Gehl, J. (1996) Life between Buildings: Using Public Space. Copenhagen: Arkitektens Forlag., Urban Task Force (1999) Towards an Urban Renaissance, Final Report of the Urban Task Force. London: Stationery Office.

6 House of Commons Health Committee (2009) Health Inequalities, Third Report of Session 2008–09 *Volume I Report, together with formal minutes* Online: <http://www.publications.parliament.uk/pa/cm200809/cmselect/cmhealth/286/286.pdf>

7 Tunstall, R. (2009) Communities in recession: the impact on deprived neighbourhoods, Joseph Rowntree Foundation, York
Online:<http://www.jrf.org.uk/sites/files/jrf/communities-recession-impact-neighbourhoods.pdf>

8 Goodwin, M., and Armstrong- Esther, D., (2004) 'Children, Social Capital and Health. Increasing the well being of young people in rural Wales', *Children's Geographies* 2, (1) p. 50

9 Pantazis, C., Gordon, D., and Levitas, R. (2006), *Poverty and Social Exclusion in Britain: The Millennium Survey*. Bristol: Policy Press.

10 Hey, V. and Bradford, S. (2006) Re-engineering motherhood, Sure Start in the Community', *Contemporary issues in Early Childhood*, 7, (1) p. 53-67

- 11** Save the Children (2011) Severed Child Poverty, Nationally and Locally. **Online:** <http://www.savethechildren.org.uk/resources/online-library/severe-child-poverty-nationally-and-locally>
- 12** McGeorge, S. (2004), Couch Kids: The continuing epidemic. London: The British Heart Foundation
- 13** Government Office for Science (2007) Tackling Obesities: Future Choices – Project Report 2nd Edition: **Online:** <http://www.bis.gov.uk/assets/bispartners/foresight/docs/obesity/17.pdf>
- 14** Jones, O. (2011) CHAVS The Demonization of the Working Class, Verso Books, London
- 15** Schmeise, M. (2009) Expanding Wallets and Waistlines: The Impact of Family Income on the BMI of Women and Men Eligible for the Earned Income Tax Credit; *Health Econ.* 18 (11) p. 1277-94
- 16** Audit Commission, (2009), Tired of Hanging Around. Using Sport and Leisure Activities to Prevent Anti-Social Behaviour by Young People. London: Audit Commission
- 17** Larkin, A. (2008). Sport and recreation and community building: Literature review. Sydney: NSWASR Increasing Sports and Physical Activity Development: Sports leaders
- 18** Wann, D. (2001). Sport Fans: The Psychology and Social Impact of Spectators: New York: Routledge
- 19** Department for Culture, Media and Sport, Taking Part: the National Survey of Culture, Leisure and Sport, 2005-2006; Adult and Child Data. *2nd Edition*. Colchester, Essex: UK Data Archive Sept. 2010. SN: 5717, **Online:** <http://dx.doi.org/10.5255/UKDA-SN-5717-1>
- 20** Downward, P. and Rascuite, F. (2010) Does Sport Make You Happy? An analysis of the well-being derived from sports participation: International review of Economics, 17th European Association for Sport Management. Leicestershire, UK, Conference proceedings
- 21** Becchetti, L. Pelloni, A. and Rossetti, F. (2008) Relational goods, sociability, and happiness 61, (3) p. 343–363, August
- 22** Ruiz, J. (2004) A literature review of the evidence base for culture, the arts and sport policy. Scottish Exec. **Online:** www.scotland.gov.uk/Publications/2004/08/19784/41507
- 23** Long, J. (2001) The Social Benefits of Sport: Where’s the proof? London: Routledge
- 24** Crabbe, T. (2006) Knowing the Score, Positive futures case study Research: final report, Home Office **Online:** http://www.drugslibrary.stir.ac.uk/documents/0607_YPSMPG11.pdf
- 25** Fox, K. and Hillsdon, M. (2007) Physical activity and Obesity. Department of Exercise, Nutrition and Health Sciences, University of Bristol, Bristol, Obesity Review 8 (1) p. 115-121

- 26** English Federation for Disability Sport (2012), based upon the Active people Survey-web
Online: http://www.efds.co.uk/assets/0000/4133/EFDS_annual_report_11_12_V3.pdf
- 27** Coalter, F. (2000) The Role of Sport in Regenerating Deprived Areas: Scottish Executive Research
Online: <http://www.scotland.gov.uk/Resource/Doc/156589/0042061.pdf>
- 28** Bourdieu, P. (1986) The Forms of Capital In J. Richardson (Ed.) Handbook of Theory and Research for the Sociology of Education (New York, Greenwood), p. 241-258.
- 29** Long, J. Hylton, K. Spracklen, K. Ratna, A. Bailey, S. (2009) Systematic review of the literature on black and minority ethnic communities in sport and physical recreation. Leeds:
Online: www.sportingequals.org.uk/PICS/BME%20Final%20Full%20%20Report.pdf
- 30** Dubrow, J.K. and Adams, J. (2010) Hoop inequalities: Race, class and family structure background and the odds of playing National Basketball Sociology of Sport, 47 (1) p. 43-59
- 31** Ramón, S. (2009) Sport as a Vehicle for Social Mobility and Regulation of Disadvantaged Urban Youth: Lessons from Rotterdam International Review for the Sociology of Sport, 44, (2-3) p. 247-264
- 32** Ramón, S. (2011) Sport and Social Mobility: Crossing Boundaries: Routledge, London
- 33** Policy review of children and young people (2007) HM Treasury and DfES, **Online:** http://dera.ioe.ac.uk/6553/1/cyp_policyreview090107.pdf
- 34** Sandford, R. Duncombe, R. and Armour, K. (2008) The role of physical activity and sport in tackling youth disaffection and anti-social behaviour Educational Review 60 (4) p. 419-435
- 35** Coalter, F. (2005) The social benefits of sport: An overview to inform the community Planning Process. Sports Scotland Research Report No: 98 Edinburgh, Sports Scotland
- 36** Attree, P. (2005) Childhood disadvantage and Health inequalities: a systematic review of the qualitative evidence. **Online:** <http://www.lancs.ac.uk/shm/dhr/publications/pamattree/childhooddisadvantage.pdf>
- 37** Abrams, D. Leader, T. Rutland, A. (2009) Black role models: which messages work? Testing the impact of role models' messages for Black boys and Black young men, research to inform the REACH role model programme London: DCLG
- 38** Lawson, H.A. (2005) 'Empowering people, facilitating community development: the social work of sport, exercise and physical education programs', Sport, Education and Society, 10, (11) p. 135-160
- 39** Hindson, A., Gidlow, B. and Peebles, C. (1999) The 'Trickle – down 'Effect of Top Level Sport: Myth or Reality? A Case Study of the Olympics. Australian Leisure and Recreation, 41 (1), 16 – 24

- 40** Weed, M., Coren, E. and Fiore, J. (2009) A Systematic Review of the Evidence Base For Developing a Physical Activity and Health Legacy From the London 2012 Olympic and Paralympic Games. SPEAR.
- 41** Eley, D. and Kirk, D. (2002) 'Developing Citizenship through Sport: The impact of a Sport based Volunteer Programme on Young Sport leaders', Sport, Education and Society, 7, (2) p. 151-156
- 42** Centre for Social Justices' 'More than a Game' report (2011) [Online: http://socialwelfare.bl.uk/subject-areas/services-client-groups/children-young-people/centreforsocialjustice/12912220110523_MorethanaGame_Executive_summary_web.pdf](http://socialwelfare.bl.uk/subject-areas/services-client-groups/children-young-people/centreforsocialjustice/12912220110523_MorethanaGame_Executive_summary_web.pdf)
- 43** Veal, S and Frawley, A. (2009). 'Sport for All' and major sporting events: Trends in sport participation and the Sydney 2000 Olympic Games, the 2003 Rugby World Cup and Melbourne 2006 Commonwealth Games.
- 44** McCartney, G. (2010) 'The Health and Social Impacts of Major MultiSports Events: systematic review (1978-2008)', British Medical Journal, 340.
- 45** Murphy, W and Bauman, A. (2007) Mass-Sporting and Physical Activity Events – “Bread and Circuses” of Public Health Interventions
- 46** Brown, A and Wynne, D (2001) The Impact of the Manchester (2002) Commonwealth Games: Initial Baseline Study: Final Report, London: UK (UK Sport Council)
- 47** University of East London (2007) A Lasting Legacy for London? Assessing the legacy of the Olympic Games and Paralympic Games, London East Research Unit
- 48** Downward, P.M. and Dawson, P. (2011) Participation, spectatorship and media coverage in sport: Some initial insights, in Andreff, W (ed) Contemporary Issues In sports Economics, Edward Elgar: London.
- 49** Stuck in the Blocks? A Sustainable Sporting Legacy, Fred Coalter (After the Gold Rush, IPPR and Demos, October 2004).
- 50** According to Sport England's Active People survey 2005-06. Evidence suggests that this is improving slightly. According to the Active People Survey, in the period 2007-8 to July 2010, once a week participation amongst 18 year olds across nine key sports increased from 189,100 (28.23%) to 198,100 (28.86%)
- 51** Hughes, K. (2011) Mega sport events and the potential to create a legacy of sustainable sports development: Olympic promise or Olympic dream? The Global Events Congress IV – Events and Festivals Research: State of the Art p. 1-14. Leeds UK
- 52** Coalter, F (2004) Stuck in the Blocks: London 2012: a sustainable sporting legacy? [Online: http://www.nolondon2012.org/SportingLegacyPaper.pdf](http://www.nolondon2012.org/SportingLegacyPaper.pdf)

- 53** Adams, A. and Deane, J. (2009) Exploring formal and informal dimensions of sports volunteering in England. *European Sport Management Quarterly*. 9 (2), p.119-138
- 54** Witt, P.A. & Crompton, J.L. (1996) Recreation programs that work for at-risk youth. State College, Pennsylvania: Venture Publishing, Inc.
- 55** Low, N., Butt, S., Ellis Paine, A. & Davis-Smith, J. (2007) National Survey of Volunteering and Charitable Giving: Volunteering Among Groups Deemed at Risk of Social Exclusion. Home Office, HMSO.
- 56** D'Souza, J., Low, N., Lee, L., Morrell, G. and Hall, J (2011) Understanding the drivers of volunteering CASE: London
Online: 31.222.144.50/images/research/Drivers_of_volunteering_August2011.pdf
- 57** Kay, T. and Bradbury, S. (2009) Youth sport volunteering: Developing social capital? *Sport, Education and Society*, 14 (1), p.121-140
- 58** National Centre for Social Research (2011) Formative evaluation of v – National Young Volunteers Service University of Southampton, University of Birmingham, Public Zone:
Online:www.natcen.ac.uk/media/482454/8e8b0ea8-8b04-4d81-ad835ec05829dafa.pdf
- 59** Brewis, G. (2008) Volunteering Hub: Final Report London, Volunteering England
- 60** Russell Commission (2005) A National Framework for Youth Action and Engagement: Report of the Russell Commission. London, Russell Commission.
- 61** Fitzgerald, H. A Review of the literature on Volunteering, Disability and Sport: Leeds Met. University Carnegie Research Institute, **Online:**
http://www.efds.co.uk/assets/0000/3477/volunteering_disability_and_sport_literature_review__2_.pdf
- 62** Gratton, C. and Preuss, H. (2008) Maximizing Olympic Impacts by Building Up Legacies. *International Journal of the History of Sport*, 25 (14) 1922-1938
- 63** Gaskin, K (2008) A Winning Team? The impacts of volunteers in sport. London: Institute For Volunteering Research. Volunteering England
- 64** Hill, M., Russell, J. and Brewis, G. (2009) Young People, Volunteering and Youth Projects: A Rapid Review of Recent Evidence, London: Institute for Volunteering Research
- 65** Sport England (2006) Understanding participation in sport: What determines sports participation among 15-19 year old women? Sport England Research www.sportengland.org
- 66** Weed, M (2010) How will we know if the London 2012 Olympics and Paralympics benefit health? *British Medical Journal*. Volunteering in Culture and Sport: CASE 340: **Online:**
<http://www.bmj.com/content/340/bmj.c2202.extract>

Appendix B Quantitative Findings

The Activity Questionnaire was designed to explore young people's experiences of physical activity, their perceptions of their own activity patterns, motivations and self-perceptions, as well as their experience of StreetGames in comparison to other sporting environments. The baseline and final surveys showed that StreetGames is consistently providing fun and appealing activities for young people and is perceived by many as a place where they are most active and where they receive the most help to get involved in sports. This is supported in the qualitative data which illustrates a number of ways that young people feel they benefit from the StreetGames sessions as well as ways that they have changed their attitudes towards sport and their own confidence in their sporting and social capabilities.

The findings in the final survey primarily replicate the findings from baseline survey rather than indicating change. We feel that the limited change between the baseline and final survey scores on many of the questions is primarily because populations were similar in terms of experience. There were individuals in both surveys who had experience of StreetGames sessions and who were recent recruits. This could have minimised the potential to see changes. Overall, the limited change we observed could be explained by the following:

1. The final survey represented a much smaller sample of participants than the baseline survey and therefore may not have captured the same range of participants. While staff who distributed the surveys attempted to give them to the same or similar participants this was not regulated. Many respondents stated that they had been attending sessions for the duration of the programme; however, there were some who were more recent, including some who started in the previous few weeks. The age distribution was also different which may impact responses (Table 2).
2. StreetGames coaches consistently stated that they focused on delivering fun sporting activities that would attract participants. This is understandable as it was the primary goal of the project. While StreetGames coaches were passionate about helping young people develop, they were less comfortable introducing pro-social learning into sessions such as health awareness, confidence building tasks, or educational activities. In a sense, therefore, the survey indicates that they accomplished the tasks they were focused on as they recruited their target numbers and young people liked the activities that were offered, the way they were structured, and the leadership style. Young people were less likely to show changes in areas that were not specifically part of the design of the projects, i.e. changing beliefs about health or engaging in more pro-social behaviours. This is consistent with research on sport programme design (See Coalter et. al, 2000).

3. Self-perceptions are complex and changes in identity, confidence, and behaviour relate to a range of factors that influence young people's development beyond StreetGames. While the StreetGames sessions may have been important to young people, the other environments where young people spend more time may be reinforcing different messages relating to identity and behaviour that serve to inhibit change.
4. The qualitative data suggest that volunteers and peer mentors demonstrated change in their self-beliefs and this may be a result of the specific interventions such as training, being taught new skills, and being given responsibilities.

Summary of Findings

- The results of the final survey tend to reinforce findings in the baseline survey rather than indicate much change. This is perhaps, unsurprising as the population in both surveys was fairly similar and included young people who were new to StreetGames as well as some who were very familiar with StreetGames programmes.
- Young people continue to feel that StreetGames is one of the places that they are most active.
- Young people perceive that they reach a high level of exertion in StreetGames activities.
- The most important benefits of StreetGames activities for young people are Friends, Fun and Fitness.
- StreetGames sessions continue to attract young people who rate themselves as inactive.
- The section on young people's feelings about themselves shows limited change between the initial and final surveys on most of the questions.
- Young people's views on the impact of the Olympics and Paralympics changed with most feeling that they were inspired to do more sport.

The results of the survey are presented in the order of the sections on the survey: participant demographics; Questions about what you do; Questions specifically about the StreetGames session; Questions about what you think.

Participant Demographics

The baseline questionnaire was distributed to 247 young people in the case study areas: Pendle, Newcastle, Newham, Birmingham, and Newport. The final questionnaire had a much lower return rate of 159. The percentage gender distribution was almost the same with 90 (56.7%) males and 69 (43.3%) females. The majority of females were located in Newham which was a female only project and Birmingham, while the numbers of females in Newport dropped from 4 to 0 and the number of females in Pendle fell from 11 to 3.

Table 1: Number of participants in each area by gender

	Baseline			2012		
	Male	Female	Total	Male	Female	Total
Newport	31	4	35	28	0	28
Pendle	38	11	49	34	3	37
Newcastle	34	14	48	17	15	32
Newham	0	42	42	0	33	33
Birmingham	36	37	73	11	18	29
Total	139	108	247	90	69	159

As the project was also interested in age distribution, a full breakdown is shown. The mean ages varied from 10 to 18 demonstrating some of the unique characteristics of different programmes. Birmingham is the youngest group which was expected as it was located in a primary school. The final survey in Newport was given to an older group with a mean age of 18 overall. The other groups had the same or similar mean age.

Age	Newham		Newport		Newcastle		Pendle		B'ham	
	B'line	Final	B'line	Final	B'line	Final	B'line	Final		Final
8					4	5	1	3		
9					4	5	9	1	24	12
10			4		6	8	7		22	11
11	1		3	1	8	3	6	5	13	6
12	5	3	2		11	4	8	6	7	
13	13	5	13	2	9	1	6	10	6	
14	8	13	5	4	4	3	9	2	1	
15	13	11	2	2	1		5	6		
16	2	1	1	6		1	2	4		
17				3		1	1			
18			1	1						
19			4	2						
20				3						
21+				4						
Total	42	33	35	28	48	31	49	37	73	29
Mean age	14	14	14	18	11	11	12	13	10	10

Table 3 shows the number of young people taking part in the survey from each ethnic group. There is a mix of ethnic backgrounds within the sample.

	Baseline Frequency	Final Frequency
Ethnicity		
White British	82	50
1. White Irish		2
White Other	3	8
Asian Indian	2	5
Asian Pakistani	26	29
Asian Bangladeshi	1	4
Asian Other	5	9
Chinese		1
Mixed White and Black Caribbean	7	2
Mixed White and Black African	8	3
Mixed White and Asian	7	8
Mixed Other	3	6
Black Caribbean	6	5
Black African	16	11
Black Other	4	5
Other	4	
Unknown		11
Total	174	159

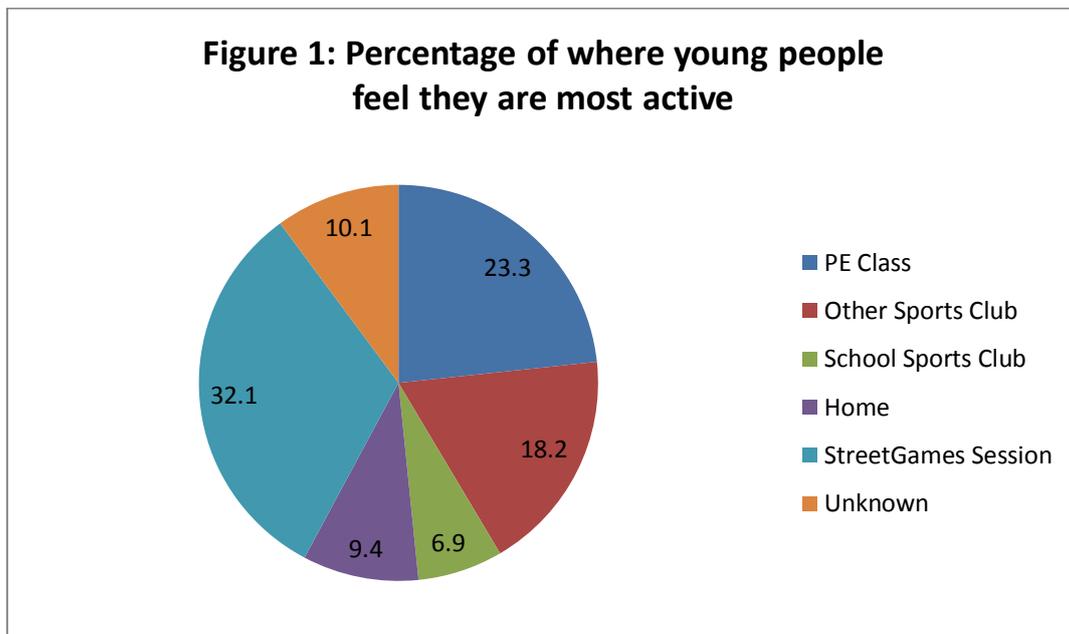
Questions about what you do

The questions in this part of the survey provided an overview of young people's perceptions of their activity levels. The first question asked them how often they have been active enough to become hot and sweaty in relation to day of the week. We have provided frequency and percentages in brackets in Table 4.

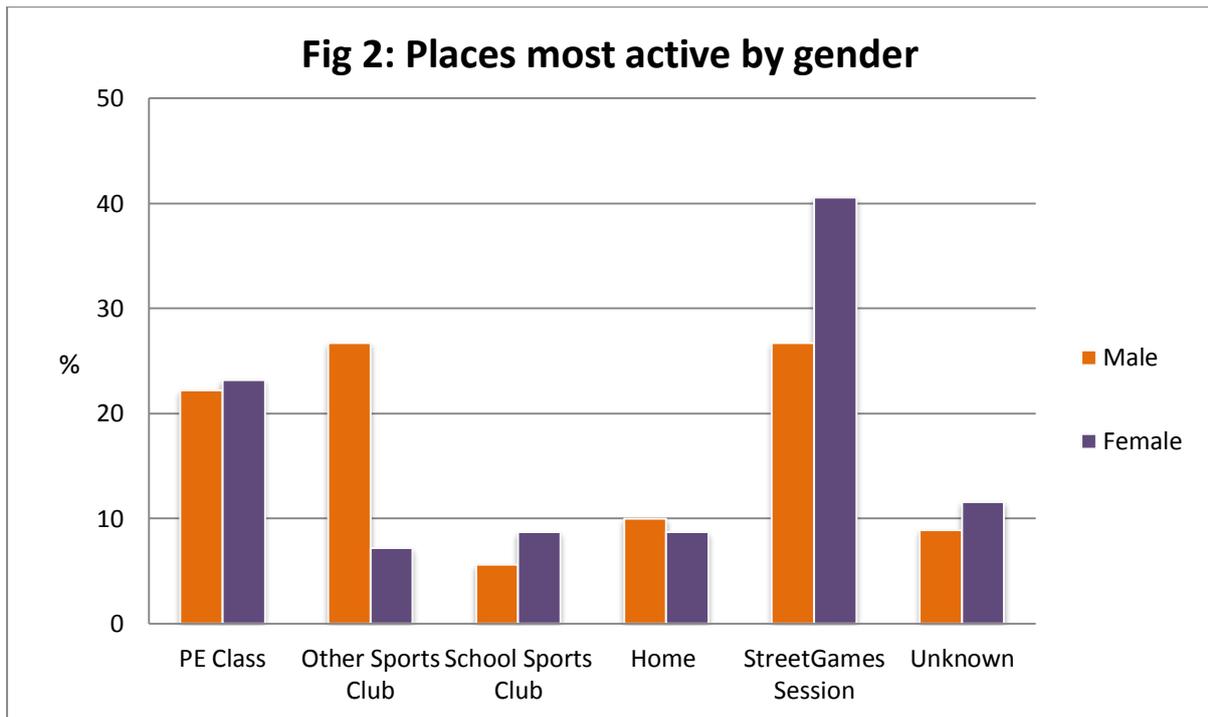
There are quite a few 'unknown' responses to this question indicating that some young people did not feel able to identify activity levels accurately, therefore, it is difficult to make any conclusions about overall tendencies. One encouraging finding is that the number of young people who feel that they have not engaged in physical activity ('no time') has reduced for every day of the week except Monday. This indicates an overall reduction in the number of young people who perceive themselves as inactive. The perceived inactivity figures range from 11.9% on Friday to 23.9% on Sunday indicating that the majority of young people feel that they are active on most days. In addition, the percentage of young people who feel that they are active for up to an hour has also increased. However, the numbers of young people who feel that they are active over 1 hour has reduced. This may in part relate to the fact that young people who are primarily active in StreetGames or schools may only participate in hour long sessions. Again, these figures represent trends but must be viewed with some caution due to the large number of young people who struggled to estimate their time in activity by day.

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
No time Baseline	28 (16.1%)	37 (21.3%)	43 (24.7%)	42 (24.1%)	35 (20.1%)	59 (33.9%)	64 (36.8%)
No time Final	29 (18.2%)	22 (13.8%)	29 (18.2%)	27 (17.0%)	19 (11.9%)	34 (21.4%)	38 (23.9%)
Up to 1 hour Baseline	55 (31.6%)	49 (28.2%)	50 (28.7%)	51 (29.3%)	38 (21.8%)	45 (25.9%)	32 (18.4%)
Up to 1 hour Final	53 (33.3%)	68 (42.8%)	47 (29.6%)	60 (37.7%)	47 (29.6%)	42 (26.4%)	39 (24.5%)
1 hour or more Baseline	80 (46%)	73 (42.0%)	71 (40.8%)	68 (39.1%)	85 (40.9%)	52 (29.9%)	54 (31.0%)
1 hour or more Final	41 (25.8%)	39 (24.5%)	37 (23.3%)	41 (25.8%)	53 (33.3%)	31 (19.5%)	29 (18.2%)
Unknown Final	36 (22.6%)	30 (18.9%)	46 (28.9%)	31 (19.5%)	40 (25.2%)	52 (32.7%)	53 (33.3%)

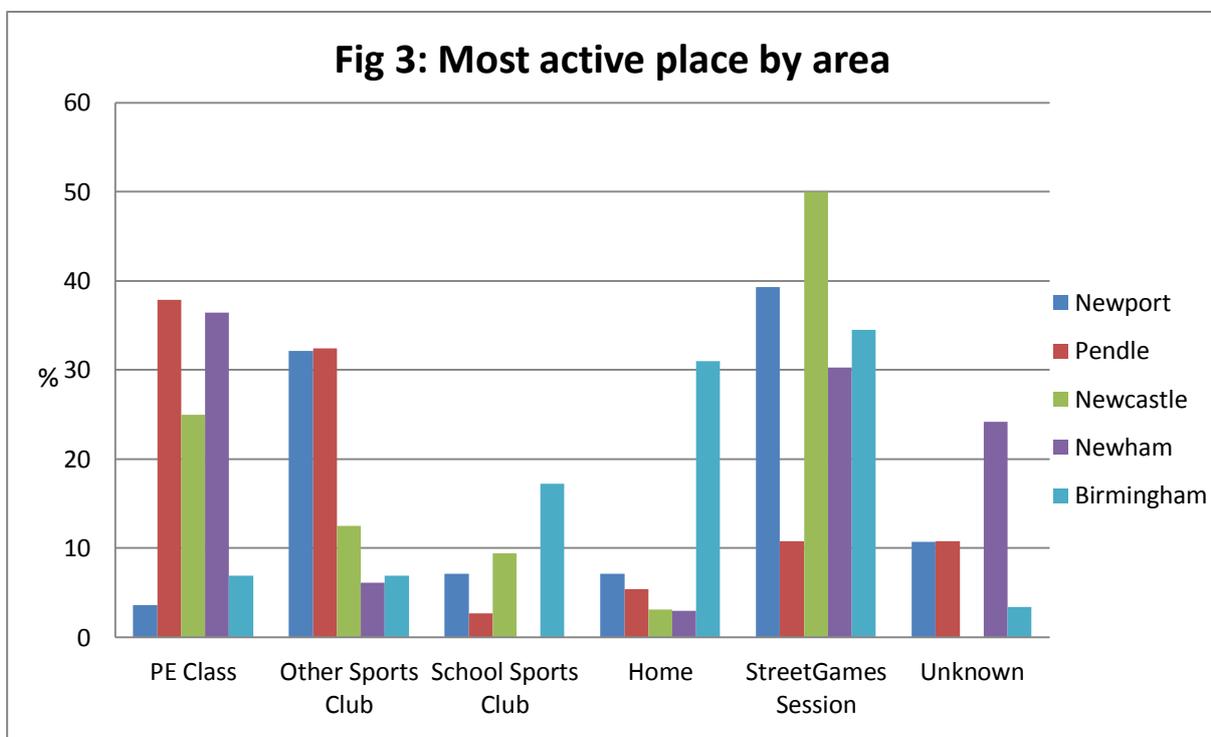
In response to our question, ‘where do you think you are most active?’ young people overwhelmingly selected the StreetGames session that they attended in the baseline survey. In the final report, StreetGames sessions were still reported as where young people felt most active (Fig. 1). The high activity levels are supported by our more informal observations which suggest that young people are typically moving and active for most if not all of the sessions. It may be that measures of activity levels during sessions could yield data to support StreetGames’ aims of health promotion. This could potentially be favourably compared with sports clubs and PE settings. School sports clubs and home are where young people feel least active. This may be because the young people in the StreetGames programmes are less likely to be involved in organised sports. Home was rarely chosen as a most active place which again reinforces the importance of programmes like StreetGames for addressing the needs of this population whose physical activity may not be supported in other environments.



We also compared most active place by gender (see Figure 2). Over half of females felt that the StreetGames activities were where they were most active. The figures were similar to the previous survey, except in the current survey boys are more likely to feel highly active in other sports clubs and girls participation at home has slightly increased. Again, this suggests that StreetGames is attracting young people who may be having limited opportunities to participate in activity outside of school PE.

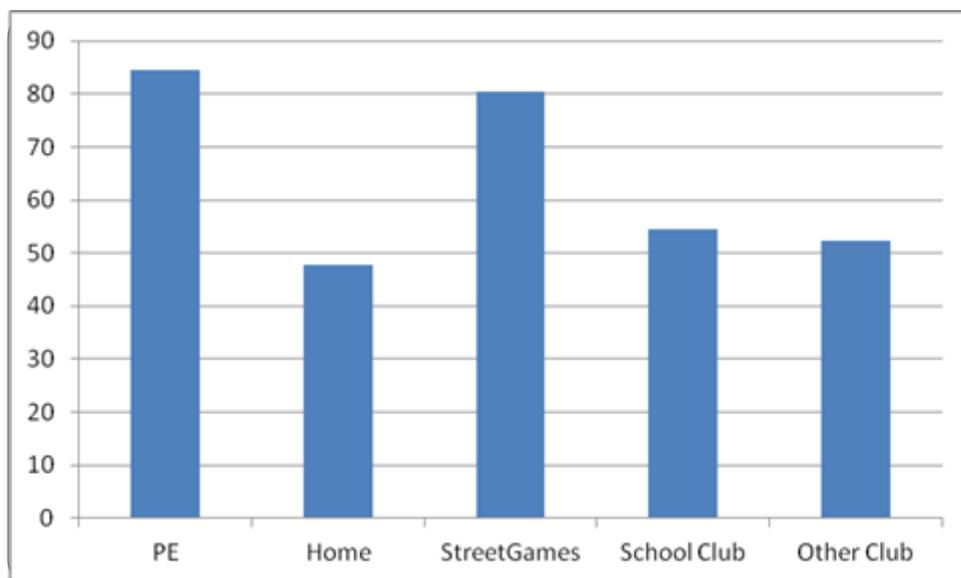


We also looked at where young people felt that they were most active by area (Figure 3). The girls in Newham perceived PE Class and StreetGames to be the places where they were most active, with no girls selecting school sports clubs and few selecting home. Newport, Newcastle and Birmingham respondents felt that the StreetGames session was where they were most active.



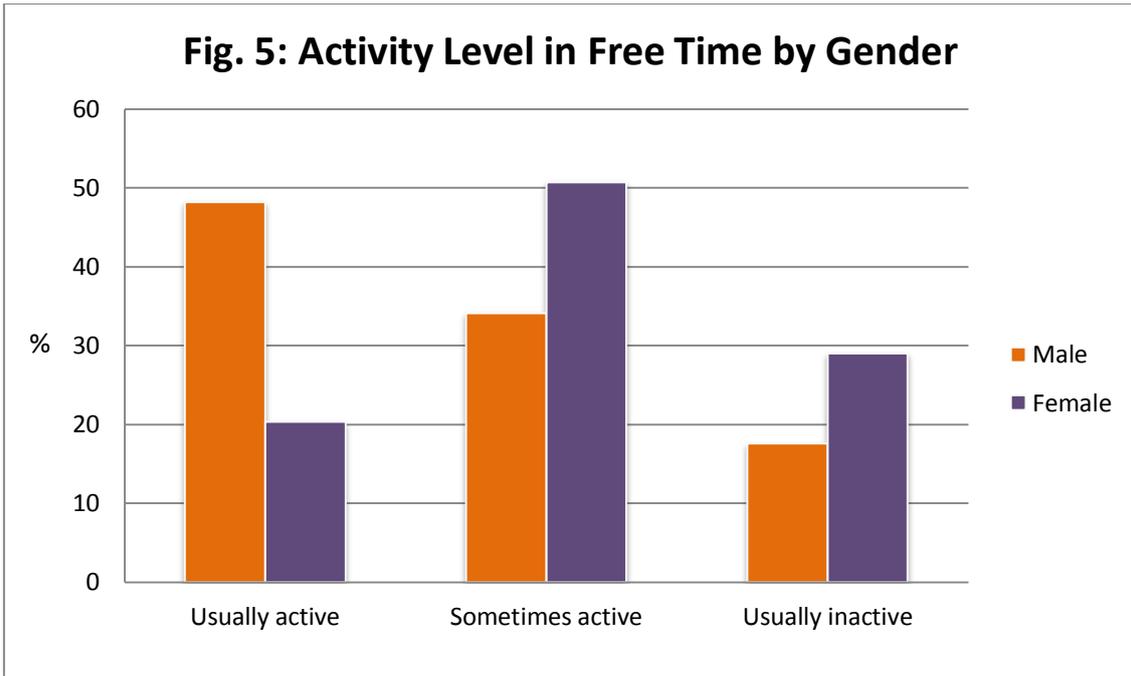
The largest change since the baseline survey was in Pendle where young people were more likely to identify PE Class and Other Sports Clubs as places where they were most active. Birmingham is slightly unusual in that young people felt that they were very active at home and the scores for activity in PE lessons dropped considerably in this report. The findings again reinforce the importance of StreetGames as a place where young people feel that can be very active.

Fig 4: Where young people perceive themselves to be active enough to make them become hot and sweaty.

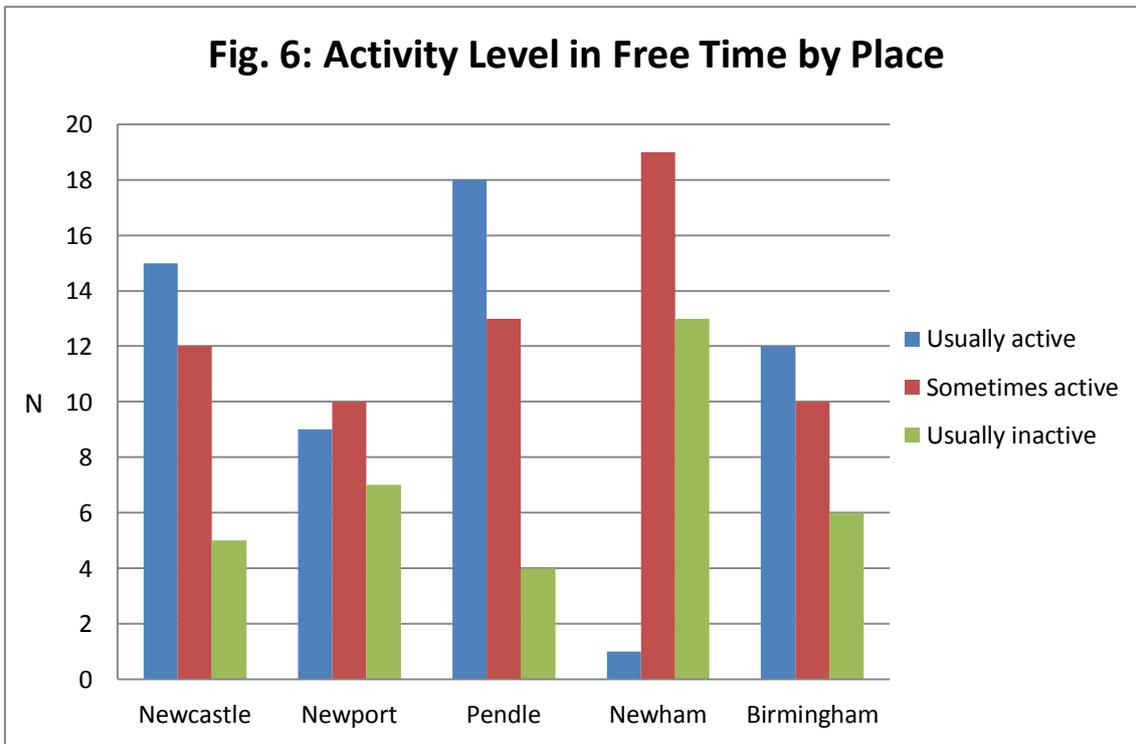


Similarly, young people were asked how often they have been active enough to make them become hot, sweaty, and/or out of breath. Figure 4 indicates that PE and StreetGames rated most highly. These findings are very similar to the baseline survey which also indicated that young people felt most active in these areas.

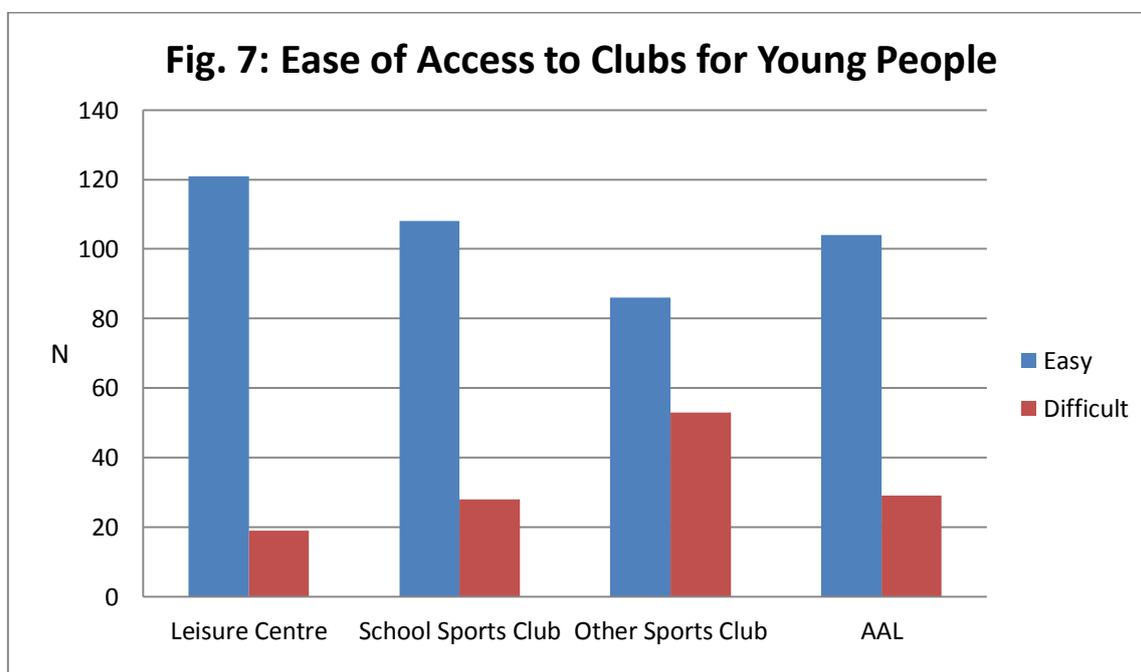
We also asked young people about the proportion of time that they are engaged in different levels of activity by gender and area. Figure 5 shows that almost 30% of girls and 20% of boys rated themselves as usually inactive. This suggests that the StreetGames programmes are continuing to attract young people with low activity levels. Girls were more likely than boys to rate their activity levels as low with only 20% rating themselves as very active in their free time as compared to almost half of the boys.



The information by area indicates that young people in Newcastle and Pendle were more likely to rate themselves as highly active (Figure 6). Our interviews and observations suggest that this may be explained by the presence of active boys who are particularly attracted to the football programmes and play as much as possible. Birmingham has an interesting profile. Two-thirds of the respondents were female and they show a more active trend. This may link to the younger age, as girls often become less active in early adolescence. The Birmingham respondents were also more likely to rate themselves as active at home.



We also asked young people how easy it was to get involved in activities. As in the previous survey young people indicated that they find it relatively easy to get involved in activities. This is counter to the researchers' expectations, but may relate to the fact that these young people are successfully involved in the StreetGames programmes.



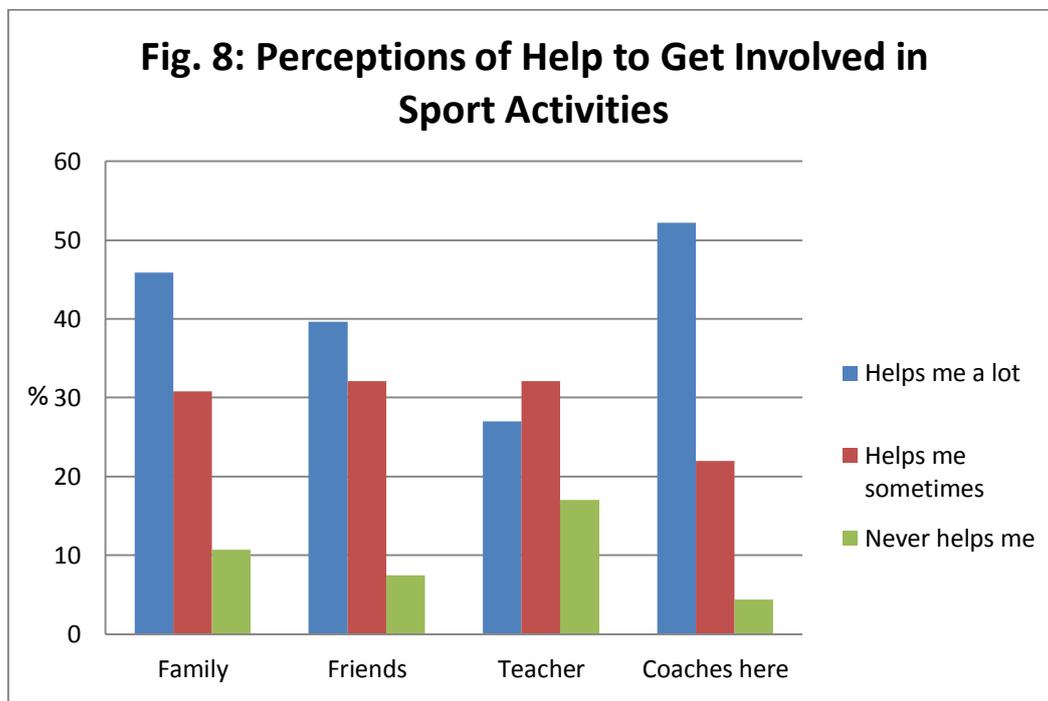
Finally, we asked young people to identify who helps them to be involved in sports activities. Table 5 shows the data with Birmingham data separated out and Figure 8 shows the final data combined.

Table 5: How much have the following people helped you to be involved in sport activities?

	Helps me a lot				Helps me sometimes				Never helps me			
	Base (%)	Final (%)	Birm Base (%)	Birm Final (%)	Base (%)	Final (%)	Birm Base (%)	Birm Final (%)	Base (%)	Final (%)	Birm Base (%)	Birm Final (%)
Family	52.9	44.6	54.8	51.7	32.2	32.3	30.1	24.1	6.3	12.3	5.5	3.4
Friends	51.1	41.5	41.1	31.0	39.7	34.6	43.8	20.7	3.4	8.5	2.7	3.4
Teacher	32.8	26.2	58.9	31.0	31.0	35.4	23.3	17.2	24.1	19.2	4.1	6.9
Coaches here	67.2	50.8	57.5	58.6	22.4	26.2	11.0	3.4	3.4	5.4	5.5	0

As in the baseline survey, the coaches at the StreetGames sessions were perceived as most helpful followed by friends, family, and finally teachers. This finding is supported through the qualitative research which also found that the leaders are a primary motivator for attendance at StreetGames sessions. Similarly, StreetGames coaches were rated lowest in the category of never helps me with only 5% for 4 of the case studies and 0 in Birmingham.

Teacher scores were relatively low with 19.2% of young people saying that teachers never help them in four of the case studies. This trend suggests that StreetGames may be addressing the needs of some young people who are not benefiting from school-based sporting activities. These figures were similar across area and gender with the majority of participants identifying StreetGames coaches as helping them a lot and more helpful than other individuals.

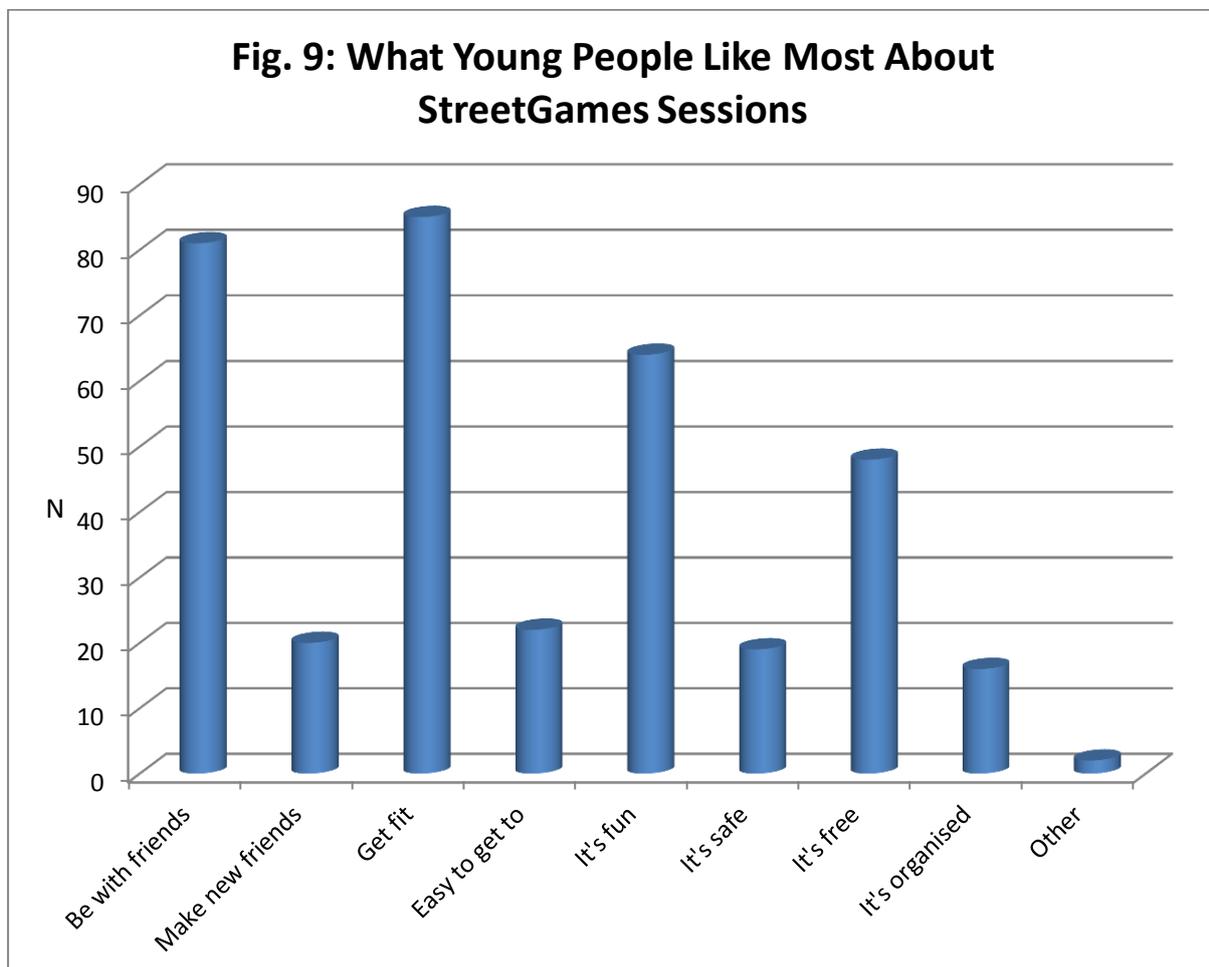


The qualitative research supports these findings and indicates that young people valued their relationships with the StreetGames coaches. The coaches were perceived as different from teachers and other adults and young people found them easy to talk to, fun, and supportive.

Questions specifically about the StreetGames session

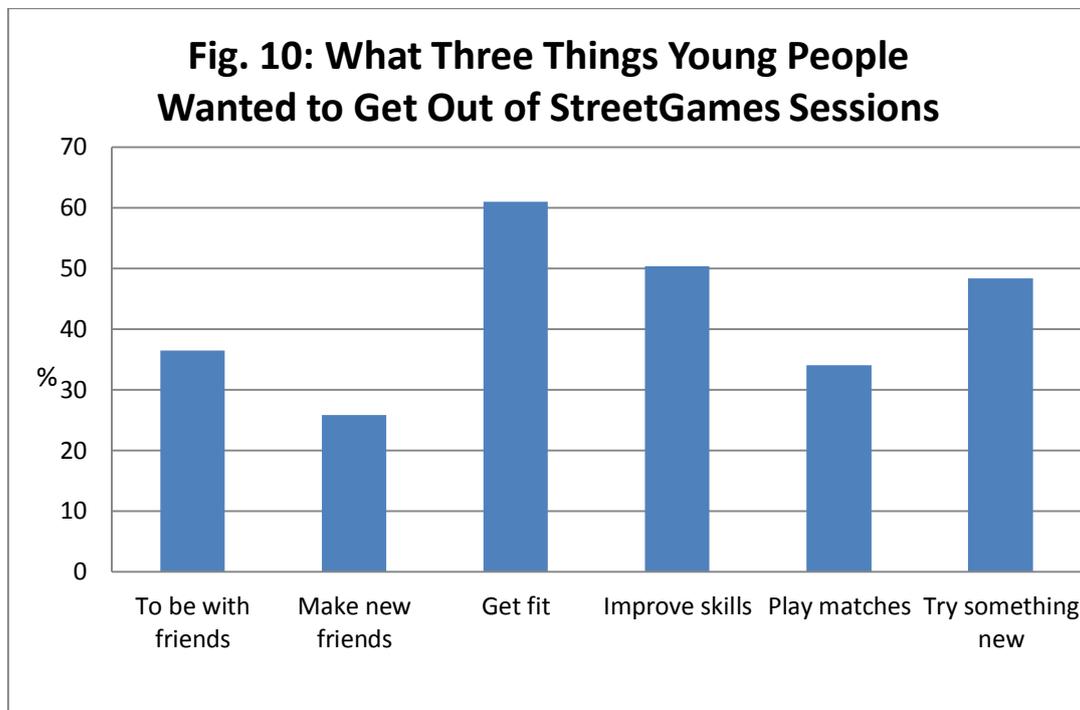
Our initial question in this section asked young people to identify two things that they like about the sessions. As in the previous survey, young people rated friends, fitness and fun as what they liked most about StreetGames sessions (See Fig. 9). This is reinforced in the qualitative findings where young people identify some of the benefits of StreetGames sessions as a having fun, making friends, and getting fit.

Although they did not rate the fact that the sessions were free, safe, and organised highly as highly in the survey, qualitative data indicates these are also important for young people. Interestingly, StreetGames have been advertising with a Fun, Friends and Fitness theme in their successful UsGirls project and this reinforces its potential attraction to young people more broadly.

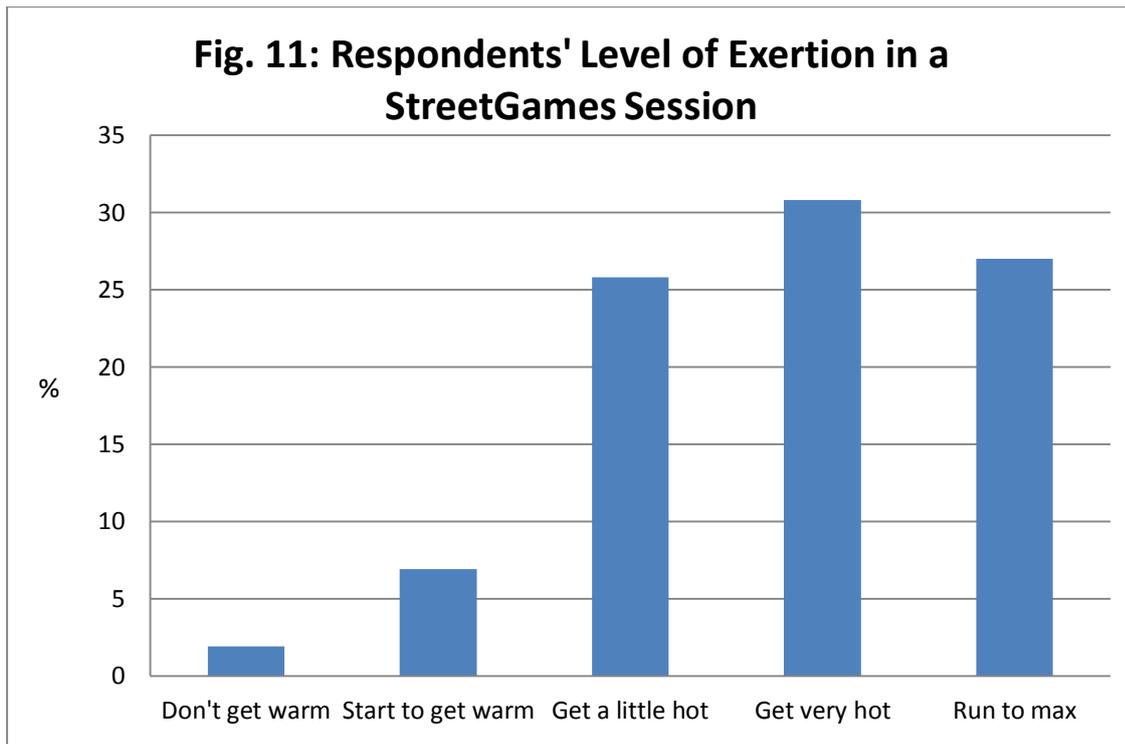


A similar question asked what three things young people most want to get out of StreetGames sessions. As in the previous survey the highest rated items were to improve skills and get fit, followed by try something new. Interestingly, Figure 10 demonstrates that “get fit” is higher than “improve skills” in this survey with over 60% of respondents choosing it as important. We found in the qualitative data that while a number of young males wanted to play football, there were a number of participants who enjoyed trying new sports and activities. The qualitative data suggest that some of the desire to try new things appears

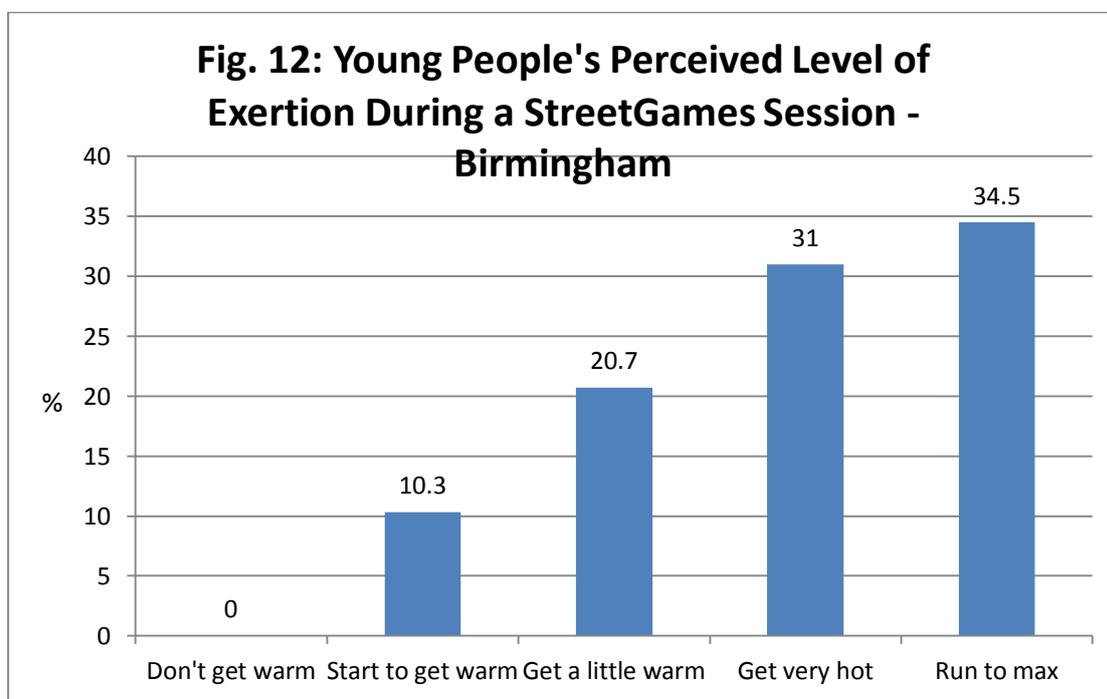
to be influenced by seeing new sports in the Olympics and Paralympics. For example, a successful handball programme was started in one of the case studies.



The final question in this section asked young people how hard they felt they exerted themselves in a StreetGames session (Figure 11). This finding corresponds to earlier indicators that young people feel that they are very active during StreetGames sessions.



In Birmingham, young people rated the StreetGames sessions as a place where they “run to the max” (See Fig. 12). The high levels of activity that young people experience in StreetGames represent a real strength of the programmes that is not always replicated in other youth sporting environments.



Questions about what you think

The final section focused on young people's perceptions about themselves and about sport. Table 6 provides an overview of the results which are discussed below. We have kept the Birmingham data separate as it was separate in the initial reporting of the surveys and the trends are slightly different.

Sporting Identities

Overall, about half of the young people surveyed indicated that they feel that they are very good at sports and about three-quarters feel they are either very good or mostly good at sports. Very few feel that they are never good at sports.

About one-third of young people feel that they are very sporty which is lower than the baseline survey for four of the case studies. Interestingly, there are more young people who feel they are a 'little bit' sporty. It is difficult to interpret why the number of self-identified 'always' sporty people has decreased. This may be due to a changing population during the programmes as there was an attempt to attract young people with less sport experience. There was little change in the scores for Birmingham with over 60% of young people identifying as 'mostly' or 'always' sporty.

Young people appear slightly less sure that they want to be involved in sport when they are adults in the four case studies; however, the patterns is different for young people in Birmingham as their scores increased on 'always true' and 'mostly true' from the baseline in terms of wanting to be involved in sport as adults.

Sport and Health

Over three-quarters of young people surveyed believe that playing sport contributes to their overall health. About half of the young people in four of the case studies and about 60% in Birmingham feel that they are mostly or always healthy. The percentage of young people who feel healthy slight decreased in the 'always true' category for the four case studies and increased in Birmingham. Figures for 'mostly true' decreased in the final survey. The increase in Birmingham may in part be explained by the explicit focus on health in the programme. The decreases are less easily explained and could relate to the characteristics of the sample who completed the final survey as it may be that StreetGames projects were attracting a less sporty or healthy group of young people in this phase of the projects.

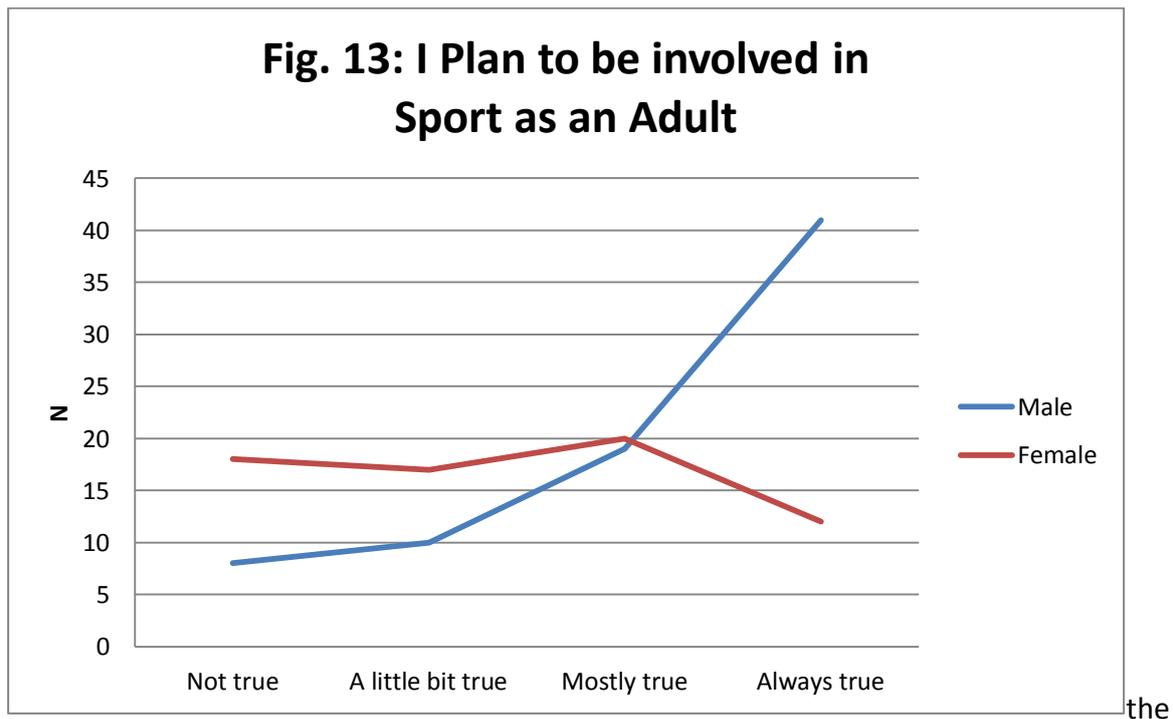
Overall, Table 6 indicates that the young people engaged in the research continue to feel they are relatively sporty and are fairly confident about their ability. However, there are also indicators that some young people are less confident about their sporting and healthy bodies.

Young people in Birmingham had relatively high scores on feeling embarrassed about their body. This may in part be because the programme was targeted at overweight youngsters. It

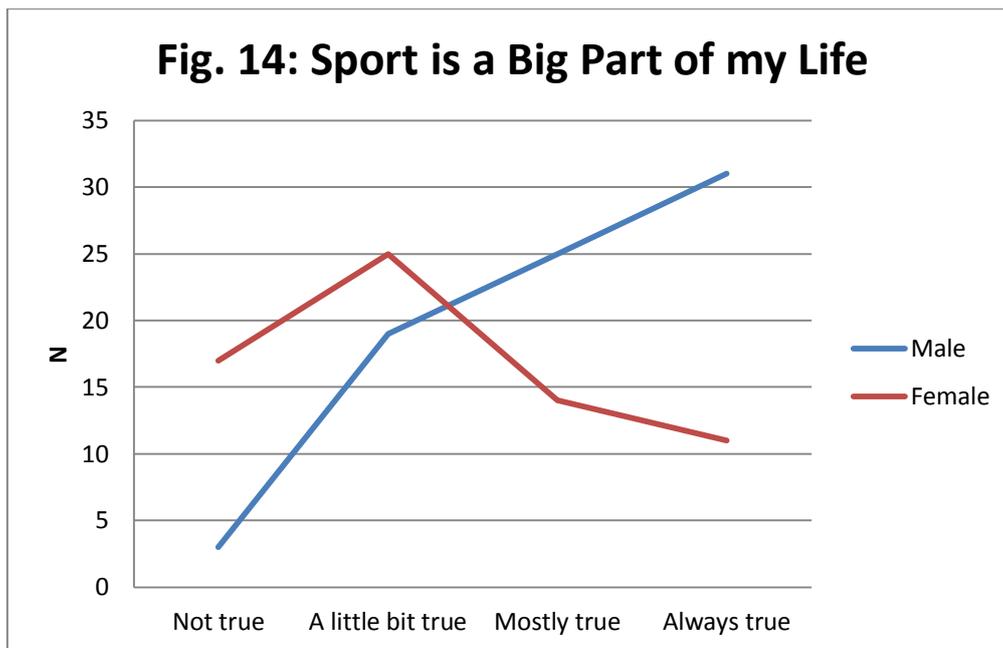
is somewhat worrying that one-quarter of young people in Birmingham stated that they always or mostly feel embarrassed about their bodies.

Gender

The males and females within this population differed in terms of the role sport plays in their lives. The patterns were similar to the baseline survey although percentages at the always true and mostly true levels were depressed for both. Figure 13 illustrates that boys were more likely than girls to envision doing sport as adults.



Over 50% of boys say that sport is 'mostly' or 'always' a big part of their life which is approximately double the number for girls (See Figure. 14). Boys have stronger feelings that sport is a big part of their life. This echoes broader social and cultural associations which emphasise the relationship between sport and masculinity and the encouragement boys receive to engage in sports.



Pro-Social Behaviours

Young people stated that they were less likely to lose their tempers when playing sport than in the baseline survey in the four case studies although the percentage of young people saying that they always lose their temper increased for Birmingham. However, the vast majority of young people in the survey do not feel that they lose their temper easily.

Young people feel that they help others who are not good at sport sometimes; about half say they always or mostly help others. Twelve percent never help others in four of the case studies and in Birmingham slightly over one-quarter report that they never help others suggesting that there is some room for improvement in this category.

About half of young people in Birmingham and one-third in the other case studies volunteer to help clear up. These figures are slightly raised for 'always' true and slightly lower for 'mostly' true. Almost one-third of young people in four of the case studies stated that they never help clear up. It may be that this was not an expectation by coaches in some areas.

Table 6: Self-report on statements that describe young people best (%)

	Not true				A little bit true				Mostly true				Always true				
	Base	Final	Birm Base	Birm Final	Base	Final	Birm Base	Birm Final	Base	Final	Birm Base	Birm Final	Base	Final	Birm Base	Birm Final	
a	I am not very good at sports	52.2	46.9	38.4	51.7	27.6	27.7	30.1	24.1	10.9	10.0	15.1	13.8	6.9	3.1	6.8	3.4
b	It is easy for me to learn a new sport	6.9	7.7	8.2	3.4	22.4	23.1	26.0	27.6	38.5	36.2	41.1	27.6	31.0	24.6	17.8	41.4
c	If I played more sport, I think I would become healthier	4.0	6.2	4.1	3.4	10.9	13.1	11.0	10.3	34.5	24.6	15.1	17.2	48.9	49.2	61.6	65.5
d	I plan to be involved in sport when I become an adult	10.3	17.7	17.8	10.3	23.0	16.2	23.3	20.7	24.7	21.5	34.2	41.4	40.2	34.6	17.8	24.1
e	I am a sporty person	8.6	10.8	11.0	6.9	15.5	23.8	24.7	24.1	24.7	20.0	27.4	31.0	47.7	33.8	27.4	31.0
f	Sport is a big part of my life	17.5	13.1	15.1	13.8	18.7	26.2	23.3	31.0	22.9	26.2	24.7	17.2	40.0	25.4	27.4	27.6
g	I feel embarrassed about my body	52.7	43.1	42.5	51.7	28.1	23.8	23.3	17.2	9.0	16.2	8.2	6.9	10.2	7.7	15.1	20.7
h	I feel I am healthy	9.8	13.8	6.8	6.9	24.7	25.4	26.0	27.6	32.8	26.2	32.9	24.1	31.0	22.3	21.9	34.5
i	I lose my temper easily when I am playing competitive sport	33.9	39.2	47.9	31.0	31.0	30.0	24.7	31.0	13.2	8.5	11.0	10.3	16.1	10.8	9.6	20.7
j	I often get bored playing sport	67.2	60.8	74.0	65.0	19.5	17.7	15.1	17.2	7.5	4.6	1.4	6.9	2.9	3.8	0	0
k	I try to help other people who are not good at sport	11.5	11.5	6.8	27.6	27.6	33.1	43.8	27.6	33.3	26.9	24.7	24.1	22.4	17.7	16.4	17.2
l	I give up easily playing sport	66.1	58.5	67.1	58.6	20.7	17.7	16.4	13.8	5.2	6.9	5.5	13.8	5.7	5.4	4.1	10.3
m	I volunteer to help clear up after playing sport	29.9	24.6	13.7	13.8	28.2	30.8	30.1	31.0	25.3	17.7	32.9	27.6	14.9	16.9	15.1	24.1
n	The other young people on this programme are friendly to me	6.9	9.2	6.8	20.7	17.8	17.7	16.4	34.5	32.8	26.2	16.4	20.7	41.4	35.4	52.1	24.1

<i>o</i>	<i>If I want, I can be included in all of the activities here</i>	4.0	11.5	8.2	3.4	19.5	19.2	24.7	17.2	26.4	28.5	17.8	24.1	47.7	30.8	41.1	51.7
<i>p</i>	<i>My family does not have enough money for me to play more sport</i>	74.1	63.1	76.7	82.8	16.7	8.5	6.8	3.4	4.0	13.1	4.1	3.4	4.6	5.4	5.5	6.9
<i>q</i>	<i>I don't have a problem travelling to play sport</i>	30.5	18.5	20.5	13.8	15.5	27.7	23.3	13.8	19.0	18.5	19.2	10.3	33.9	24.6	28.8	58.6
<i>r</i>	<i>The 2012 Olympic and Paralympic Games makes me want to play more sport</i>	29.3	13.1	11.0	6.9	24.7	18.5	24.7	13.8	19.5	20.0	16.4	20.7	25.9	37.7	39.7	55.2

Perceptions of StreetGames Sport

Young people appear to find sport fun and over three-quarters stated that they never or rarely get bored playing sport. This is supported by findings that young people find StreetGames sessions fun emerging in the survey and in the qualitative findings.

Most young people felt they could be included in all of the activities. This is particularly true in Birmingham where three-quarters of the young people said that they could 'mostly' or 'always' be included. Approximately 60% of young people in other case studies felt that they could 'mostly' or 'always' be included.

Young people in most of the case studies felt that others were friendly to them and this is reflected in the survey in terms of what young people like about StreetGames and in the qualitative data. Twenty percent of young people in Birmingham, however, felt that young people were not friendly to them. This figure is a big increase from the original study and may indicate the presence of peer group cliques or other exclusive behaviours.

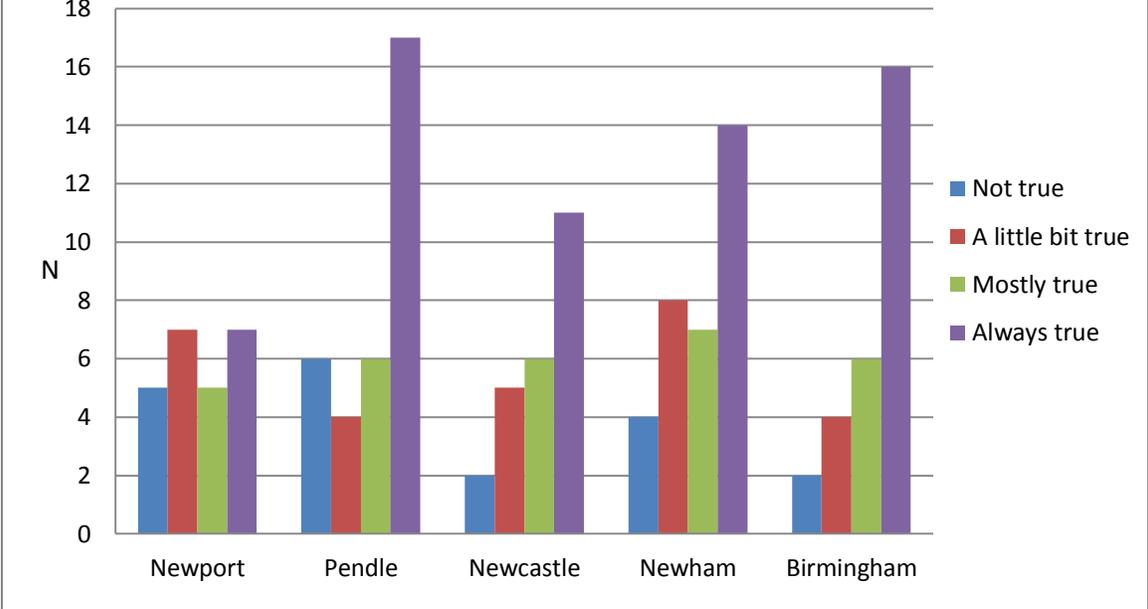
Most people indicated that their families have enough money to play sport. This is somewhat surprising due to the social disadvantaged background of young people in the study. However, this may reflect the fact that StreetGames programmes were free or low cost.

Some young people stated that they do have a problem travelling to play sport but these figures are reduced from the baseline survey. This may reflect StreetGames outreach approach to delivering sport.

Perceptions of the Olympics and Paralympics

The self-report findings that showed the most difference related to the impact of the 2012 Olympic and Paralympic Games. Over half the young people in Birmingham and 37.7% of young people in other case studies stated that The Games 'always' made them want to do more sport. The number of young people who stated that it was 'not true' decreased from 29.3% to 13.1% in four of the case studies. This indicates that young people were impacted by London 2012 and felt inspired to play more sports. The qualitative data indicates that young people did enjoy the Olympics and Paralympics and were motivated to try new sports.

Fig. 15: London 2012 Makes Me Want to do More Sport



Building a Participation Legacy: Good Practice Guide

The StreetGames Legacy projects successfully delivered fun, rewarding, and active sporting experiences to disadvantaged young people. This good practice guide reflects the learning from the project that can be used to inform other projects and can contribute to the Participation Legacy of StreetGames.

Each of the case studies adapted their programmes to meet the needs of specific groups of local youth. Different activities, locations, partnerships, marketing, target populations, and communication methods were used in the case studies. However, there were also similarities. StreetGames sessions were designed to attract disadvantaged young people and therefore cost, safety and convenience were important in all cases. In addition, the trusting, friendly relationships between the coaches and the young people were crucial to the success of each of the projects. Similarly, the informal delivery style which emphasised fun and high levels of activity appealed to young people. Finally, the importance of volunteering in the development of young people and the sustainability of programmes emerged in most of the case studies.

Planning and initiating a new session

From the research we completed on StreetGames sessions we identified several good practice steps that help with initial planning.

- Sessions can be promoted via outreach work within communities and through appropriate partners to ensure that the young people in disadvantaged communities are directly engaged by individuals and organizations they trust.
- Successful programmes are those where organizers have taken time to get to know an area and understand what young people are interested in, what enthuses them, and what they find challenging or difficult. It is important to consider the needs of young people within the context of the local community and to consider how provision links with other programmes in the community;
- Partnerships with local organizations can help initiating a needs analysis. StreetGames Legacy projects worked with Youth Services, Police, Youth Offending Teams and Health professionals. These partners can help deliver or promote sessions, provide joint funding, or refer participants;
- Partnerships may be used to develop long-term networks of sporting pathways and progression routes;
- The informal StreetGames style was effective; however, some partners may be more used to more formal approaches. For example, some Police officers seemed uncomfortable with the informal approach of coaches
- Involve young people in designing and organising the project.

Marketing and Recruiting

A wide-range of successful methods was used to attract potential participants. These included:

- Inviting young people from existing sessions to attend;

- Word of mouth;
 - Circulating flyers to schools and through community groups and clubs;
 - Introducing taster sessions;
 - Using social media/online (e.g. Face book pages, texts, twitter) to publicise activities;
 - Asking volunteers to publicise the sessions in their schools and other organisations.
-
- Success stories can help to highlight the achievements of programmes and sessions and more especially the achievements of the young people.
 - Young people identified fun, friends, and fitness as what they liked best about their StreetGames sessions. Advertising that reflects these elements, therefore, may be effective.
 - Marketing will need to reflect the different style of sessions. In the legacy projects, for example, some sessions were geared towards specific activities and groups such as boys football or basketball and girls cheerleading or gym work. Other sessions focused on attracting a more diverse, less sporty group who wished to try new sports and activities.
 - Recruiting young people who are not sporty or comfortable in sports settings may be particularly challenging. The StreetGames sessions did attract nonsporty young people. This group seemed to particularly like new and non-traditional activities which offered the opportunity to engage with other young people.

Location

Travelling to sessions can be a barrier for many disadvantaged young people in terms of cost, not having someone to take them, territorial concerns, and safety. For most of the participants, holding a session in local venues is crucial. Key issues relating to location include:

- Accessible and convenient - delivered in local venues, at appropriate times and cost
- Safe and secure: it is important that young people feel that they are secure in the venue
- Comfortable: location in which young people feel physically and emotionally safe and at ease
- Neutral: not linked to or identified with a specific group

Session Timings

Session timing contributes to successful attendance at programmes.

- Successful times vary according to the age, day of week, and needs or interests of a particular group of young people as well as the time of year. The Street Games programmes researched were all delivered after school. Many of the young men over 16 preferred evening times, while younger groups prefer after school or

- early evening sessions. Some faith-based groups need times that do not clash with family or religious commitments;
- Projects need to be open to adjusting sessions to best meet the needs of young people; Consultation with young people helps to ensure that the sessions are provided at an appropriate time;
 - Some sessions make use of non-peak hours in local youth clubs and leisure centres, when delivering sessions. The lower cost of hiring these key facilities might have the advantage of making the sessions more sustainable in the future;
 - Once a session time 'works' effectively, consistency is a crucial success factor.

Cost

For many young people the cost of leisure and sports activities is a key factor in their decisions about participation.

- Most sessions were provided free to users. This facilitated continued attendance and accessibility for many of the young people at the sessions;
- Some young people said they could afford a small amount (between 50p - £1 each week).
- Charging a fee can help with sustainability of programmes. However, programmes that initiated a fee had mixed results. Some participants stopped attending sessions, while others repeatedly turned up without funds.
- One programme successfully introduced a fee and attributed the success to their extensive consultation with young people.

Incentives

Incentives can support young people's involvement in and identification with the StreetGames projects.

- All of the sessions used StreetGames merchandise as an incentive for continued attendance. This was generally well received and helped the young people to identify with StreetGames. For example, one session gave participants free T-shirts if they attended 10 sessions (+) and free sweatshirts if they attended for 6 months (+).
- Similarly, other attenders (participants, volunteers and staff) were given or wore branded clothes that contributed to an identifiable culture. Being identified as a long-term attender, peer-mentor or volunteer was a desirable achievement and aspiration for many of the participants.

Type of Activity

There was no one activity that met the needs of all young people.

- Many programmes found that offering traditional, competitive teams sports was the best way to engage young people, including some who may have been negative about sports; These traditional activities were also used successfully to

- bring together young men from different ethnic and migrant backgrounds and neighbourhoods;
- Variations of traditional sports such as five-a-side, round robin, halvesie in the MUGA and 'all in' games were also popular;
 - Many participants stated that they like to try new activities. Some participants preferred sports activities which were non-traditional or technically challenging such as climbing;
 - Nonsporty young people might feel more comfortable trying non-traditional sporting activities.
 - Trendy, culturally relevant activities can also be appealing. Cheerleading was popular for girls in one case study and young people expressed a desire to try sports that they had seen on television during the Olympics and Paralympics.
 - The Olympic and Paralympic Games presented a unique opportunity to introduce new sporting activities and proved popular in the case studies, especially the fast-paced activities.

Coaches and leadership

The skill and expertise of those delivering the sessions are crucially important (if not central) to the success of the session. The coaches' informal style and approach (which is built on a range of personal and professional qualities and characteristics) enable them to effectively interact with (and potentially influence) participants. We found that the following are important.

- A relaxed approach to sports delivery
- Appropriate qualifications, training and experience for coaches and leaders
- A passionate commitment to improving the lives of young people through sport
- A good understanding of local facilities and people as well as more formal coaching skills ensures that sessions are fun and challenging
- Flexibility in approach and sensitivity to the needs of participants
- Younger participants valued knowing that there was a responsible person supporting sessions.

Retention

Coaches and programmes managers used different strategies to retain participants. Coaches ensured that the sessions were fun, interesting and inclusive of individual needs.

- Fun means a range of different things to different people. On the whole, fun is about being involved or 'fitting-in', being active, gaining a sense of achievement and 'havin' a laugh'. It's worth talking to young people about what they think fun is for them.
- Clear communication between coaches, and participants is essential; young people need to know what's going on so that they can plan their own involvement and attendance
- Fostering open dialogue and opportunities for feedback during the sessions to review progress and resolve any problems when they arise

- Keeping in touch with participants, e.g. volunteers asking participants whether they 'are going to the session', passing on activity related information, using social media
- Successful sessions can be linked to other activities such as residential experiences, clubs or StreetGames festivals. This allows a broadening of young people's experiences, the potential to increase social networks and the possibility of opening up new pathways.
- In one case, a session developed into a sports team that currently plays in a local league. Sponsorship for this team may offer a possible sustainability route.
- Successful coaches act as catalysts to identify, train, and be supportive to volunteers who themselves may develop the knowledge and skills to be involved in coaching.
- Include young people in the organization and running of sessions including the development of rules and rituals in games.
- Young people stated that fun, friends and fitness were what they like best about sessions. Ensuring that these elements are part of sessions will help keep young people engaged.
- It is possible to further embed participants' involvement in a session by assigning responsible roles, such as team captains, leaders or peer mentors.

Progression

The most successful sessions that we visited encouraged young people to progress and develop their capacity (either in terms of activity skills or social competence, for example).

- Successful sessions place a value on pathway progression. Volunteering was a highly-regarded role and led to experiences and training that helped young people develop personal and social skills, and knowledge. Volunteering may also facilitate entry into the labour market;
- Peer mentoring was a way for young people to develop skills related to working with others. This proved a positive experience for the peer mentor and for other young people;
- The opportunity to build breadth and depth of project-related friendships through engagement in sport and physical activity characterized successful sessions;
- A number of the volunteers in the Legacy Projects have gone on to College to study sport. Among these, five that we met are considering going to University. Others have moved into employment at community centres or in sports development work, e.g. sports BTEC, level 1 and 2 and local FE Colleges and as leisure assistants, in refereeing positions and paid coaching work;
- Ensuring participants are more aware of opportunities to continue with sport in different ways was key to progression. Some participants are reported to have moved from Street-based sessions to mainstream sports clubs or sessions out-with their local communities;
- There are benefits to providing funding, such as gym passes or free training (or other tokens) to volunteers and peer mentors to encourage progression or continued involvement;

- Many coaches assisted participants in getting help to address a range of personal and life issues, e.g. bullying, welfare advice. This requires that coaches have knowledge and training to identify these needs and make appropriate referrals.

Developing Volunteers

Volunteering provided an opportunity to realise and build the potential of young people as well as helping with the sustainability of programmes. Volunteers benefited StreetGames by helping with sessions, providing support to young people, serving as peer role models and mentors. Volunteering helped young people to acquire the knowledge and skills to plan and deliver sporting activities as well as developing a range of professional, technical and personal skills.

- Volunteers were typically recruited by coaches but sometimes young people helped their friends get involved;
- Volunteers and mentors helped maintain the interest and participation of participants
- Positive aspects of volunteering included increasing young people's confidence and reinforcing positive qualities such as reliability, punctuality, and leadership skills
- Volunteers required a large investment of time and training from the coaching staff⁸

Peer Mentors

The successful StreetGames projects are benefiting from peer mentors who have been selected by the coaches from their participant cohorts. These young people are participants who exhibit a potential and show an interest or ability to become future volunteers and coaches. Peer mentors (aged 13 to 15 years old) carry out a range of responsibilities in sessions, for example, helping to engage and organise the youngest participants within the StreetGames sessions. The peer mentors' influence over these sessions is particularly effective where they are provided with opportunities to directly assist the most experienced coaches.

Key points for developing peer mentors include:

- Recruit under-sixteen year old participants who demonstrate potential and are eager to become future volunteers.
- Provide informal encouragement and individual support;
- Provide formal skill and knowledge development;
- Provide opportunities to directly assist coaches on projects to increase their comfort in leadership roles;
- Provide opportunities to broaden horizons and career aspirations.

