



Youth Sports Trust
Inclusive Futures Manchester
Case Study Year 2
Spirit of 2012

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Contents

Executive Summary	3
1. Introduction	5
1.1 Evaluation Design & Methods.....	5
2. Context	7
2.1 National context - volunteering	7
2.1 Local context - socioeconomic.....	7
2.3 Local context - disability	7
2.4 Local context – sports	7
3. Mechanism	8
4. Outcomes	11
4.1 Engaging volunteers.....	11
4.2 Disability	13
4.3 Empowering young people.....	16
4.4 Wellbeing.....	17
5. Conclusions	19
6. Recommendations	20
7. Appendix 1: List of Participants and Case Study	21

Table of Figures

Figure 1: Inclusive Futures, Context, Mechanism, Outcome Configuration.....	6
Figure 2: Spirit of 2012 Theory of Change – Engaging volunteers.....	13
Figure 3: Regional camp data: changes in view of disabled people.....	14
Figure 4: Spirit of 2012 Theory of Change – Challenging Perceptions of Disability and Empowering Young People	15
Figure 5: Regional camp data: changes in likelihood of participating in sports and physical activity in the future.....	16
Figure 6: Spirit of 2012 Theory of Change – Empowering young people.....	17
Figure 7: Regional camp data: positive changes in thoughts and feelings.....	18

Executive Summary

Introduction

Inclusive Futures (IF) is a UK wide, inclusive youth volunteering initiative run by the Youth Sports Trust (YST) in nine cities. The project aims to change attitudes to and perceptions of young disabled people, and create opportunities for them to get involved with volunteering in their community. The project was novated from the Big Lottery to Spirit of 2012 ('Spirit') in the middle of 2014, and received extension funding from Spirit for an additional year. Spirit funding for the project ends in September 2016.

Context

This evaluation focused on IF Manchester, with a particular focus on progress on the extension period of 2015-2016.

Mechanism

IF Manchester addresses the under-representation of disabled volunteers among the volunteering community by actively recruiting disabled volunteers (in this case, volunteers with a learning rather than a physical disability) to volunteer at high profile events in the city, as well as regular volunteering in sports clubs. The young people are provided with training both in specific sports and in personal development e.g. teamwork, via ad hoc courses and at YST IF National and Regional camps.

The intention of this emphasis on volunteering is to provide young people with disabilities with opportunities for social interaction, fun, skills development and experience relevant to the workplace, in addition to increasing their opportunities to become physically active themselves.

Outcomes

Qualitative evidence for three of Spirit's outcome pathways: Engaging Volunteers, Disability and Empowering Young People was obtained in this evaluation.

Volunteers with and without disabilities worked together. This aspect was not particularly salient for the young people with whom I spoke, but in some ways this is a testimony to the successful 'mainstreaming' of young people with learning disabilities.

Volunteers with a disability hugely enjoyed volunteering, and recommend it as an experience for other young people. All gained in confidence, and all obtained accredited skills in sports delivery e.g. boccia and sitting volleyball. Both the volunteers themselves and other stakeholders strongly felt that they were getting valuable opportunities for development to which they would not otherwise have been exposed.

The project's approach to empowering young people meant that opportunities were provided for them to make decisions and take the initiative (e.g. in choosing, designing and delivering inclusive sports training). There is also tangible evidence of some of the young people obtaining opportunities beyond the project, e.g. one obtained a Saturday job which he attributes primarily to the portfolio of achievement obtained during IF; others have been invited back to volunteer in their own time (most of the volunteers do so in school hours).

Conclusions

The IF Manchester project appears to be working as intended and is achieving the outcomes for which it obtained Spirit funding. The project delivers a mixture of eventful, high energy volunteering opportunities and smaller, more regular opportunities, which enables the differing needs of disabled volunteers to be catered for. Volunteers have received accredited skills training in a variety of sports, and have also had formal personal development opportunities, mainly at Regional and National Camp. The project is deliberately facilitating young people's autonomy both by appointing a youth board, and by giving young people a say in what they would like to do. The skills developed are being capitalised on by developing more experienced volunteers as mentors, which helps to feed back into the project

Recommendations

A number of good practices have been identified with a recommendation that these be harvested for other YST and Spirit projects. A specific recommendation for IF Manchester is that, given the huge progress made during the extension period, and given that all concerned recognise that it takes substantial time to develop the relationships necessary to deliver such a project, it will be really important to find ways to transfer the projects and/or the networks to maintain sustainability. The young volunteers are extremely loyal and it will be important to continue to find volunteering opportunities for them, while also bringing new volunteers into the programme. This will ensure a continued supply of young leaders, mentors and volunteers.

1. Introduction

Spirit of 2012 (Spirit) is a charitable trust endowed with £47 million from the Big Lottery Fund that aims to use national and local events across the UK as catalysts for social change. With a focus on engaging young people, Spirit encourages participation in sport, art and cultural activities and builds on the positive impact of the London 2012 Paralympic Games to challenge negative perceptions of disability and promote social action.







This case study is part of Spirit's External Evaluation and aims to identify main outcomes and impacts achieved by the Spirit-funded projects between the years of 2014 and 2017, and where it is possible, to determine a grantee's individual contribution towards those goals. It also aims to identify lessons and draw recommendations for Spirit and other grantees on how to improve implementation to increase impact.

This case study is a deliverable of the second year of Spirit of 2012's (henceforth 'Spirit') evaluation of the outcomes and impact generated by the portfolio of projects it funds.

YST was originally funded by the Big Lottery Fund (BLF), and was one of the projects novated from the BLF to Spirit of 2012. 'Lead your generation: Inclusive Futures' (henceforth 'Inclusive Futures' (IF)) started in the middle of 2014 (with slightly different start dates in each of the nine cities in which it works). IF received extension funding from Spirit for its final year, and this funding will end in September 2016.

IF is a UK wide, inclusive youth volunteering initiative run by the Youth Sports Trust. The project works with young people with and without disabilities. It aims to change attitudes to disability, in terms of both self-perception of young people with disabilities of their own potential, and the perceptions of others. The project intervenes to change attitudes and behaviour by creating opportunities for young people to get involved with sport volunteering in their community.

The specific outcomes for IF are:

-  create a positive change in the perception of disabled people (by both disabled and non-disabled people)
-  unlock and demonstrate the potential of young people to be agents for change
-  increase the number of people volunteering in their communities
-  enhance young people's life and employability skills
-  empower disabled people to be more integrated in society
-  increase the opportunities for disabled people to participate in activities and in the community.

Inclusive Futures is delivered by a Volunteer Coordinator (VCs) in each city, and the project is distinctive in that the VCs are hosted by local organisations. This serves to fully embed the VCs in the local context. The VCs are responsible for recruiting young people with and without disabilities to volunteer at events. These events can include sports events at schools and local sports clubs, regular volunteering at clubs, or volunteering at high profile events in their area. The emphasis in Manchester was particularly on recruiting volunteers to high profile events, though other kinds of volunteering also featured.

1.1 Evaluation Design & Methods

The case study methodology is founded in an evidence-based approach known as ‘Context, Mechanisms, Outcomes’ (CMO)¹. The approach consists of identifying the context in which an intervention operates, the mechanisms (or different activities) used to implement the intervention and how that configuration (context and mechanisms) worked to contribute to the outcomes. The aim of this case study is to provide a qualitative description of the contexts, mechanisms and outcomes demonstrated by IF, a grantee of Spirit, with a particular focus on IF Manchester. IF CMO configuration is illustrated in Figure 1.

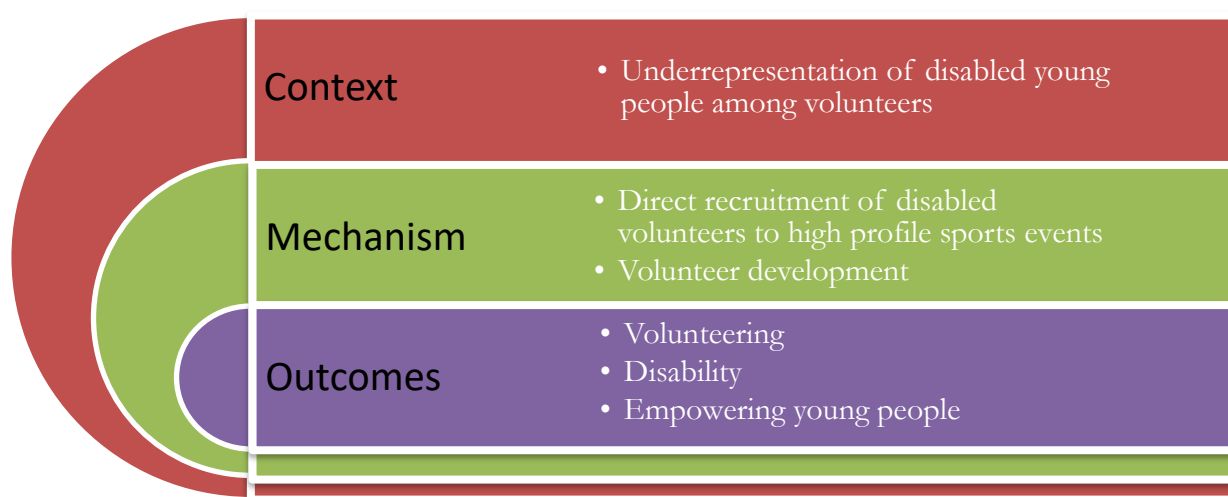


Figure 1: Inclusive Futures, Context, Mechanism, Outcome Configuration

This case study focused on one city, Manchester (a 2015 case study focused on IF Belfast). Telephone, face to face interviews or group discussions were conducted with 15 participants (8 young volunteers and 7 adult stakeholders) (Table 2 in appendix).

Interviews and discussions were recorded, and all material was transcribed verbatim. A qualitative thematic analysis was conducted using Dedoose (qualitative data analysis software which facilitates the tagging and sorting of text by the evaluator).

Some quantitative data was provided by the project, including monitoring data (number of hours of volunteering etc.), evaluation data from the 2016 National and Regional Camps, and some baseline data regarding project outcomes. External evaluators are gathering follow up outcome data which will not be available until September 2016. Disaggregating Manchester data from the National Camp data yielded too few participants to be able to draw conclusions from these data, and therefore the current evaluation made use of the Regional Camp data, as this represented 38 of the Manchester volunteers.

¹ See Pawson and Tilley (2004) accessed from: http://www.communitymatters.com.au/RE_chapter.pdf

2. Context

2.1 National context - volunteering

The 2016 Sport England Strategy aims to increase volunteering in sport, and also aims to ensure that volunteers are from a wider range of backgrounds and lifestyles to ensure this group represents society as a whole. Thirty-five per cent of young people between 16-25 are estimated to take part in volunteering (and this reflects a rising trend in volunteering among this age group)². Interestingly, though these data are broken down by a number of demographic factors, disability is not one of them. It appears to be the case that young people with disabilities are underrepresented in volunteering roles, but without disaggregated national volunteering data, this cannot be tested empirically. In the population at large, according to the most recent national data, from 2013-14, only 38% of people with a disability or long term illness are involved in any kind formal volunteering, compared with 46% among individuals without a disability³. A review of international data on volunteering among young people with and without disabilities documents a substantial difference in participation rates between these groups⁴. Given the documented benefits of volunteering in terms of social interaction, skills, wellbeing and employability, this underrepresentation of people with disabilities among volunteers feels discriminatory, even though technically, the Equality Act does not apply to volunteers⁵.

2.1 Local context - socioeconomic

YST in general, and Inclusive Futures particularly does not specifically focus on areas of social and economic deprivation. However, it is worth noting that the schools which are two key sources of volunteers in Manchester, Connell High and Melland High, are in deprived Super Output Areas (this is a neighbourhood defined by the UK Office of National Statistics). An above average proportion of Melland High students are entitled to free school meals⁶, which is also an indicator of deprivation.

2.3 Local context - disability

Melland High School, which is a very active local partner of IF in Manchester, is one of the main sources of volunteer young people with a disability for the project. The school provides for students with severe and profound learning difficulties: all students at Melland High have a statement of special educational needs. Some have additional difficulties such as autism, emotional and behavioural problems, and sensory impairment.

2.4 Local context – sports

Major sporting events are a key part of Manchester's regeneration strategy⁷. This dovetails with the Greater Manchester Sports Partnership, which takes an integrated approach to the fostering of involvement in sport and physical activity across Manchester, with that involvement including volunteering and coaching as well as participation.

² <https://data.ncvo.org.uk/a/almanac16/volunteer-profiles-2/>

³ <https://www.gov.uk/government/statistics/community-life-survey-2013-to-2014-data>

⁴ Sally Lindsay (2016) A scoping review of the experiences, benefits, and challenges involved in volunteer work among youth and young adults with a disability, *Disability and Rehabilitation*, 38:16, 1533-1546

⁵ <http://blogs.ncvo.org.uk/2015/01/26/harnessing-disabled-peoples-ability-to-volunteer/>

⁶ Ofsted School Report, Melland High, February 2013

⁷ http://www.manchester.gov.uk/download/meetings/id/16111/7_manchester_major_sports_events_strategy_2013-19

3. Mechanism

The Manchester volunteer coordinator started the role in May 2014. A sports science graduate, he was volunteering with Manchester City Council Sports Development Department, assisting their volunteer coordinator on the Volunteer Sports Bureau programme prior to being appointed to the IF VC role. This role is a key component of the IF project.

In Manchester, the IF VC sits with Manchester City Council Sports Development Department (the workforce, skills and volunteering section, partnering with the Greater Manchester Sports Partnership). He is currently employed and line managed by Manchester City Council's Volunteer Sport Bureau⁸. Thus, the VC in Manchester is at the nexus of volunteering, sport and the city council. Nick's original line manager was also the strategic lead for disability in Manchester, which gave the project additional momentum. Nick's role has become more strategic in the second year of funding, where he is extending the reach of his cadre of volunteers into clubs and regular activities as well as the one off, high profile events, and he is very much concentrating on upskilling the volunteers.

The siting of the VC within Manchester City has allowed the project both to capitalise on city wide initiatives (e.g. MCRVIP – Manchester Volunteer Inspire Programme⁹), and to build sustainability into the project by ensuring continuity of the relationships built up, both with individual volunteers and with the schools from which they have been sourced.

Several stakeholders felt that the VC, and the project as a whole, really gained traction in the second year, and that this indicates the need for funding over suitable timescales: a project such as this, which is so dependent on the building of networks and relationships of trust with other stakeholders and with volunteers, is unlikely to reach full fruition in just a year. All of the stakeholders, and particularly the staff at Melland High, spontaneously and specifically mentioned the importance of the VC role. It is probably that the highly relevant context and experienced staff line managing and mentoring the VC within Manchester City Council will have contributed to the success of his role. In terms of sustainability of the project, the aspiration of all is that the VC role will be maintained within the city council, with the role incorporated into the MCRVIP.

"I mean, without [VC] we wouldn't have had any of these opportunities... nothing would have transpired without the project, and I think [VC] is key because he opens the doors to the events and the invitations ... he gives me a date and a time and that's basically it, and then I do everything else. You know, organise the letters home, the consent forms. Book the transport. Get the staff involved to go" – Key stakeholder, staff member, Melland High

We can see from Table 1 that the number of IF Manchester volunteers more than doubled in year 2.











⁸ <https://www.facebook.com/Manchester-Volunteer-Sport-Bureau-135961306452652/> and <http://mcrvip.com/>

⁹ http://mcrvip.com/vk/shared_includes/aboutus.htm

Table 1: Volunteer numbers and profile

Volunteer numbers	Disabled Young People	Other young people	Total
Volunteers engaged in course of project	97	88	185
New recruits (since Sept 2015)	49	57	106
Female volunteers	36	36	72
Volunteer Mentors	3	2	5
White	38	56	94
Mixed Ethnic	53	2	55
Asian/ Asian UK	6	6	12
Black/ African/ Caribbean/ Black UK	10	13	23
Other Ethnic groups	14	10	24

The activities which comprise the IF project are:

-  Recruitment of volunteers with and without disabilities from local high schools and FE colleges, supplemented by advertising of volunteer vacancies via the Manchester City VIP website
-  Volunteering at high profile events e.g. the National Squash Championships, World Taekwondo Grand Prix, AEGON Manchester Trophy, Greater Manchester Run, Manchester Marathon, National Tai Chi Championships
-  Volunteering at other sports events e.g. Visually and Hearing Impaired sports days, Cerebral Palsy Sport festival, SEN swim galas
-  Creation of a regular Saturday inclusive sports club (Abraham Moss Inclusive Active Families) for families who have a child with a disability, with IF volunteers providing support with the sessions
-  Volunteering weekly at sports clubs e.g. the Access BMX club
-  Training of existing volunteers as mentors
-  Training of volunteers in activity facilitation and coaching e.g. boccia, sitting volleyball
-  Regional and national camp
-  Creation of a Youth Board for Manchester after the 2016 National Camp
-  Media management.

There is an intention that at the end of the project, an Inclusive Sports Festival will be organised by the Manchester volunteers, with a range of sports including sitting volleyball, boccia, curling, etc., with the sessions being delivered to pupils from local primary schools by IF Manchester volunteers.

It should be pointed out that all but two of the volunteers volunteered within school hours. This is primarily due to the support and transport provided by school staff.

A critically important element of the project was the development of excellent relationships with the schools (and the relevant staff) who provided volunteers: Connell High and Melland High. A second important feature is high quality ongoing relationships developed with local volunteer managers e.g. the volunteer manager for the National Squash Championships. The continuity of the relationship with local volunteer managers means that a) volunteers can work more than once

on the same event, thus capitalising on their familiarity with the structure, the venue and the volunteer manager and two) the volunteer manager gains experience and confidence in working with disabled volunteers.

In the second year of IF in Manchester, the VC's focus has been more on upskilling of the volunteers, providing and seeking out training opportunities for them. In the course of the project, over 100 of volunteers were trained in delivering inclusive sports activities (e.g. guided running award, sitting volleyball young leader's award, Active Kids For All community training programme, wheelchair basketball young leader's award, Boccia Young Leaders course, sitting volleyball). Some personal development training has also been provided, e.g. a team building session at the National Camp provided by the local ambassador, Matt Walker.

The focus of this evaluation was solely on Manchester, but an aspect of that context is that YST are endeavouring to build links between the nine IF cities, while acknowledging specific local contexts, needs and styles. This is being approached via the convening of volunteers and VCs at the national and regional camps, and creating an overall IF social media footprint.

4. Outcomes

4.1 Engaging volunteers

Disabled and non-disabled volunteers work together in the community

The model used by IF is to mix disabled and non-disabled volunteers on the project. A gap in the evaluation was that despite repeated attempts, it did not prove possible to speak with any of the non-disabled volunteers. It is worth noting, though, that the disabled volunteers with whom I spoke did not make any strong distinction between themselves and any of the other volunteers. This is, to some degree, an indication that working on a mixed team of disabled and non-disabled volunteers did not reinforce any distinction. The volunteers I mentioned spontaneously suggested that recruitment of volunteers should happen at ‘mainstream and special [schools]’. When this spontaneous mention was probed further (“have you been mixed up with volunteers from mainstream schools? How was that for you?”), one of the disabled volunteers said:

“Yes, lots of times. It was simple. We just talked and stuff”- 17 year old female volunteer with a disability

The others assented vigorously.

Volunteers enjoy their engagement in the community and have fun

There is no question but that the young volunteers enjoy their volunteering. Their enthusiasm when they describe it is unmistakable, and they recommend it as an experience for other young people.

“It’s opened a lot of opportunities for me because I walked in with my head down but I wanted to try anything and then when I tried it, I thought, this is fun. So I carried on doing it”. – 19 year old male volunteer with a disability

“...everyone’s getting involved and everyone’s enjoying themselves” - 17 year old female volunteer with a disability.

“Well, it’s good to do. It gets you out.” – 18 year old female volunteer with a disability

“I’m going to do it again. I’ll ask everybody else to do it.” – 17 year old female volunteer with a disability

“Just do it, because you’re only going to get more positives out of it”. – 17 year old female volunteer with a disability

[Any highs or lows?] “All highs, no lows for me. Everything really, I’ve liked everything” – 16 year old female volunteer with a disability

[Any highs or lows?] “Mostly highs, but you have to get out of your comfort zone sometimes. Speaking to people who you wouldn’t really speak to at any time”- 17 year old male volunteer with a disability

[Any highs or lows?] “Getting a buzz out of it” – 18 year old male volunteer with a disability

Volunteers develop skills and/or gain qualifications through training opportunities

Objectively, volunteers have had substantial opportunity to develop both their sports delivery skills and their interpersonal skills. Even those who found volunteering more challenging recognised the value of the experience, both for building skills, and as an alternative to doing nothing.

“It’s good to learn, I guess. I mean, you might as well get out there and do it rather than just doing nothing because it’s a good opportunity” – 17 year old male volunteer with a disability

“It’s just a brilliant experience. Good for your CV and it’s good for you to get” – 17 year old male volunteer with a disability

“And it’s opened so much other opportunities because.....you’re not getting paid for it, you’re showing that you’re up for it.” – 17 year old male volunteer with a disability

Some of these young people are preparing to leave school, and see volunteering as an opportunity to explore what they would like to do next. One volunteer obtained a Saturday job in a chain restaurant, and felt that his volunteering experience was instrumental in his being offered the job:

“When you go to the interview... Because obviously, in this school, it’s special needs, you don’t have A grades, A levels and that. So if you’re struggling at the interview, you don’t know what to... but instead, you can... like on my interview, I mentioned volunteering work because that’s a massive thing. And I showed them the passes, what I’ve done in the past. And they were amazed...” – 18 year old male volunteer with a disability

Autonomy and control: proportion of people who have confidence in their ability to affect situations and have control over the direction of their life.

A common theme among the volunteers, and other stakeholders interviewed, was the development of confidence.

“I think most of us here got more confidence. Like, communication skills and you meet new people every time you go different places. Like Loughborough (National Camp). We met a lot of new people in our group. We just talked and had a laugh”. – 17 year old female volunteer with a disability

[What’s changed for you?] “I feel more confident about myself. I see people in a better light” – 16 year old male volunteer with a disability

[If you’re mentoring someone else, does that change how you feel about yourself?] “I feel very proud... obviously like, you’ve did someone good. Obviously, you’ve made other people more confident and stuff.... Being able to teach sports.... You can speak to other people, because most jobs you have to talk to other people” – 18 year old female volunteer with a disability

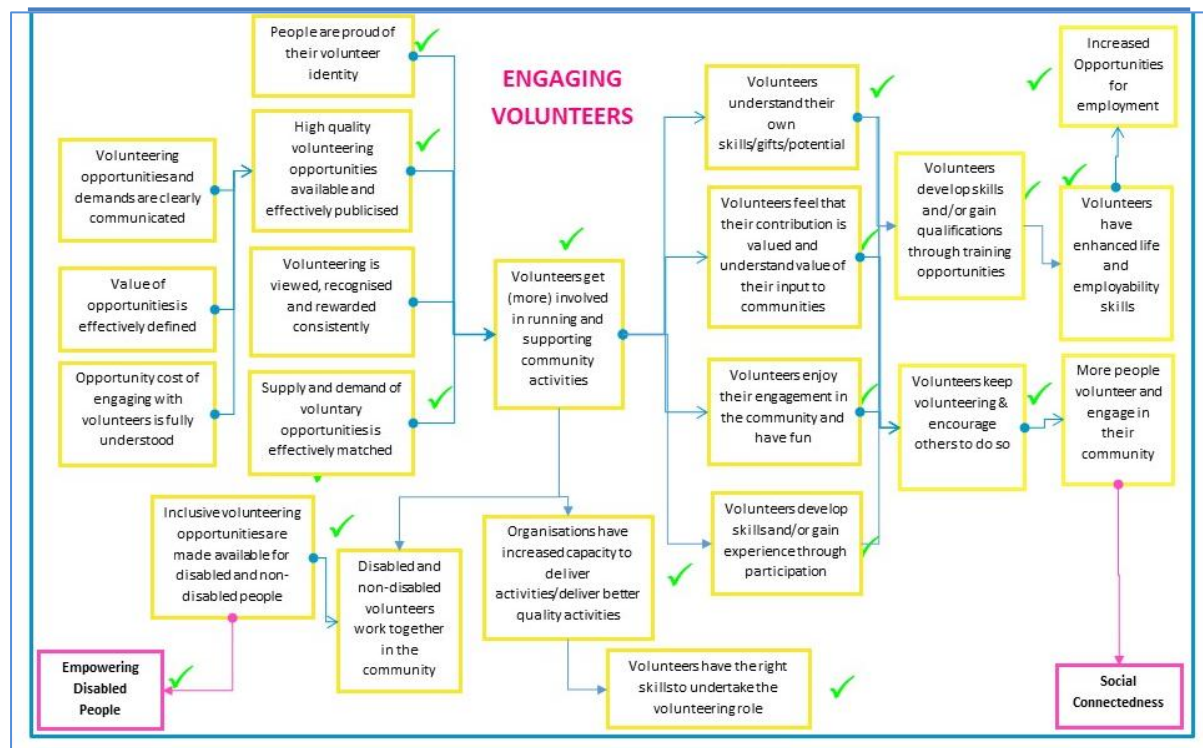


Figure 2: Spirit of 2012 Theory of Change – Engaging volunteers

Figure 2 illustrates the “Engaging Volunteers” pathway taken from Spirit's master Outcomes Pathway, which can be viewed in the online version of Spirit's Theory of Change¹⁰.

The green check marks indicated where there was qualitative evidence for this pathway visible in the interviews and discussions with IF Manchester. Reading from left to right: young people who volunteer at IF Manchester are immensely proud of their volunteering identity. (They also perceive others as being proud of them, e.g. teachers, and this is indeed the case). High quality volunteering opportunities were provided, and thought was given to supply and demand so volunteers were not left hanging around. Volunteering activities were inclusive i.e. they were made available to disabled and non-disabled volunteers. The volunteers became involved in both once off and regular community activities, and organisations were able to deliver activities to more people (in particular, volunteering is essential to enable the involvement of primary school pupils around the high profile events). Volunteers understood their skills and potential (and that of others), and felt that their contribution was valued. They deeply enjoyed their volunteering, and they gained tangible skills and qualifications. All the volunteers with whom I spoke very much want to continue volunteering, and would encourage others to volunteer. Volunteers do end up with skills and experience which increases their employability (and one, in particular, obtained a job).

4.2 Disability

Stakeholders emphasised the value of the project in allowing young people with disabilities to reach their potential. The disabled young people noticed this too:

“Did you notice anything that’s changed since you started volunteering? Yes, like, people have all sorts of different needs, and it’s amazing what you can actually do, you just don’t realise” – 17 year old male volunteer with a disability

¹⁰ http://issuu.com/spiritof2012/docs/our_theory_of_change

In particular, the adult stakeholders pointed out that the abilities of young people with disabilities can sometimes be masked in a school environment, where teenagers can sometimes be ‘difficult’ or rebellious.

"Most students that come from other schools, chaperone the primary school children. So they're given an area of responsibility, and they love it. They're taken out of their comfort zone, when in here, in the squash centre, their behaviour is different than it is at school." – Volunteer Manager, National Squash Championships

All of the adult stakeholders emphasised the very high standards of diligence and behavior which the volunteers brought to their roles, and they felt that this was a direct result of being given choice, responsibility, and a degree of autonomy.

"[Volunteering at the National Squash Championships] the second time round, it was mentoring in a way. So I wasn't just doing the same roles. I was going round helping more people. The second time, [volunteer manager] just let me...get on with it, was just laid back and let me do my bit" - 17 year old female volunteer with a disability

One example of this was the work some of the volunteers did at a basketball women's friendly match: the event organizer was so impressed that she invited the volunteers back in their own time, to volunteer over the weekend. This was less supported than the school-day volunteering (neither the VC nor the school staff were around) but it was nevertheless a complete success. Appendix 1 includes a case study of one particular volunteer (who was not available to take part in the evaluation) which illustrates a variety of outcomes, including skills, connectedness, empowerment and wellbeing.

As the evaluator did not speak with non-disabled volunteers, it was difficult to draw conclusions regarding changes in perception of disability among volunteers without a disability. However, some quantitative evidence for an improvement in perception of disability was obtained from regional camp data.

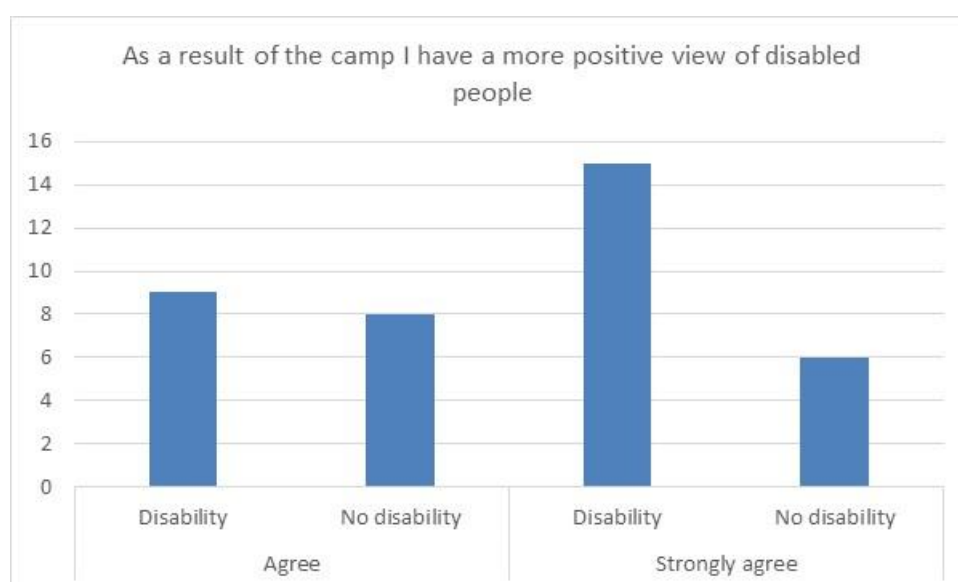


Figure 3: Regional camp data: changes in view of disabled people

For this and other charts from the regional data it is important to notice that in these charts, detected change is positive, but lack of detected change is not negative, because respondents may already have been at a “ceiling”. The interesting aspect of attitudes to disabled people in this chart is that the biggest change (strongest agreement) was visible for young volunteers with a disability. This shows that IF Manchester changed self-perception of volunteers with a visibility, as well as the perceptions of other, non-disabled volunteers.

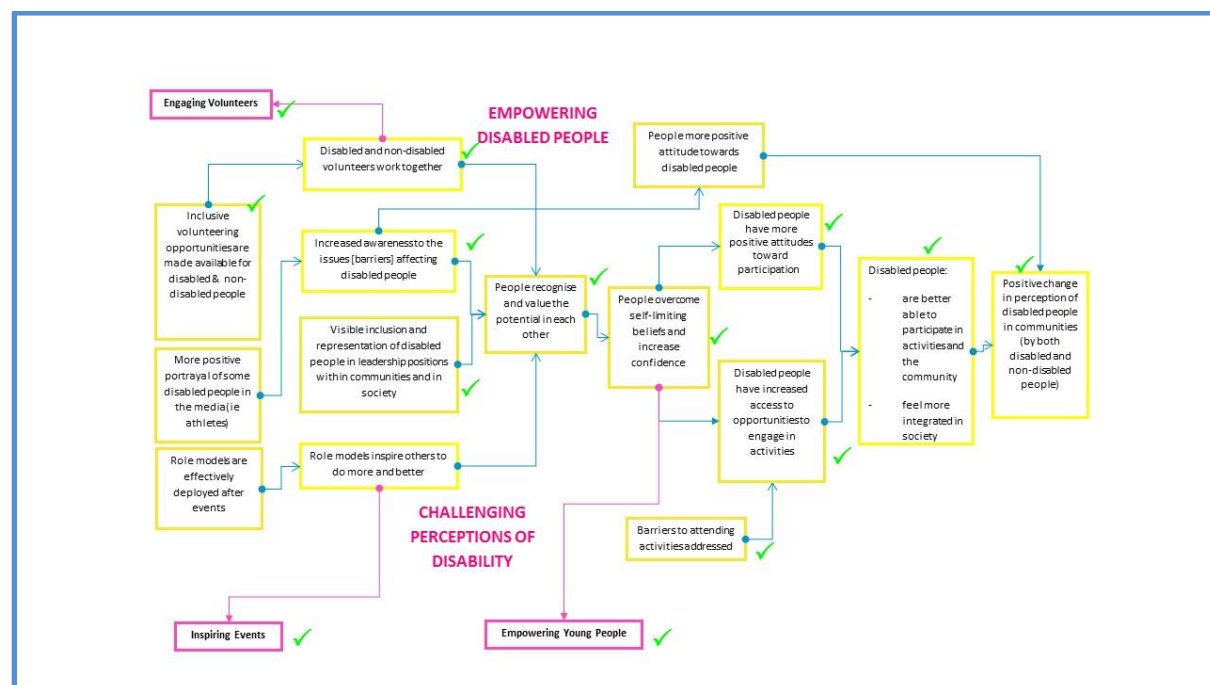


Figure 4: Spirit of 2012 Theory of Change – Challenging Perceptions of Disability and Empowering Young People

Figure 4 illustrates the extent to which IF Manchester follows Spirit’s Disability outcomes pathway. Inclusive volunteering opportunities were made available to the young people, disabled and non-disabled young people worked together, and there was some evidence of increased awareness of the practical barriers affecting disabled people’s participation, e.g. transport needs. The volunteers recognised the potential and value in themselves and in each other, and this was recognised by the adult stakeholders with whom they worked.

“I know some of my colleagues have been really surprised at how good these kids have been. So the perceptions there have changed, because you give the kids these jobs and they get on and they do it” – Adult stakeholder, Manchester City Council

There was undoubtedly an increase in confidence, and, though some of the volunteers were already active, and interested in sports, others became more skilled and more interested in physical activity. The project itself provided more opportunities to engage in activities, though no particular evidence was seen of more opportunities arising outside of the project. However, the confidence the young people developed while volunteering with IF is likely to transfer to embracing other opportunities offered.

The quantitative data from Regional Camp (Figure 5) indicate that of the 38 participants at Regional Camp, all but five felt that they were more likely to participate in sports and physical activity in the future, and this determination was reflected in the data of both young people with a disability and those without.



Figure 5: Regional camp data: changes in likelihood of participating in sports and physical activity in the future

The trajectory of the project is such that, over time it is likely that the longer term outcomes of disabled people feeling more integrated in society, and positive change of perception of disabled people in communities, are likely to be achieved. There is a commitment within Manchester City Council to capitalise on the success of IF Manchester in whatever way possible, either by finding funding to continue the initiative in some form or, at the very least, ensuring that inclusive volunteering is ‘mainstreamed’ within individual’s roles.

4.3 Empowering young people

YST place a strong emphasis on youth led initiatives, and this continued into the IF Manchester project. A particular example cited by the young people I interviewed was the provision of £400 of funding for them to initiate a sport of their choosing. This process commenced at National Camp, where the team from Melland High chose a sport (sitting volleyball) and presented their plan to a panel of judges. They won the funding, which they then used to buy equipment, purchase coaching from a tutor from the national governing body (Volleyball England), and attended and achieved Young Leaders Awards in Sitting Volleyball. They then proceeded to design and deliver sitting volleyball sessions to 20 pupils from their school.

“So we all had a debate of what sport we wanted to choose [...] and we all worked on sitting volleyball because we’d never all done it. So we all worked out how we were going to do it, how we could successfully run it and how we could get trained and teach others. Because our idea won, we got a budget to run a whole day of training students in the school. And so what we did is, we got a coach that came in, trained us and then followed us as we did it, to see that we were doing it right” – 18 year old female volunteer with a disability

“What was the hardest thing for you to do? Probably standing in front of all those people on the day” – 16 year old male volunteer with a disability

“The hardest thing was actually being chilled out, to make sure that everyone’s knowing what they’re doing... If someone makes a mistake, then everyone’s like, grrr, am I going to be next? But no-one made mistakes” – 18 year old female volunteer with a disability

“I was a bit nervous at first, when it’s my turn because you have to speak a bit clear and loud. If you speak quietly, then the students won’t understand and can’t hear stuff. I think I was confident. I was confident on that day” – 17 year old male volunteer with a disability

We can see from these quotes that the young people really rose to the opportunities offered to them, and benefited from the responsibility. This provides evidence for the ‘Empowering young people’ Spirit outcomes pathway (**Error! Reference source not found.**). We see that a number of individuals are championing the young people, aspiring for them and providing support; the young people are then inspired to run activities, and feel a sense of ownership and agency.

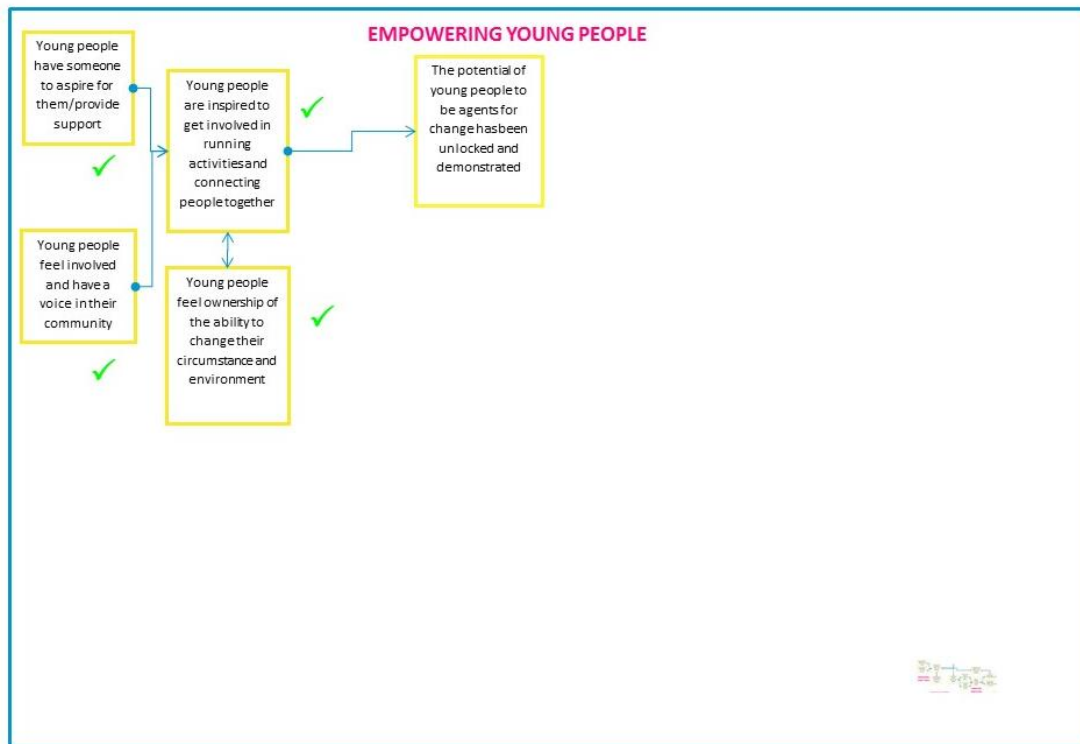


Figure 6: Spirit of 2012 Theory of Change – Empowering young people

4.4 Wellbeing

Wellbeing is an overarching outcome for Spirit. Specific measures of wellbeing were not made as part of this case study, but it is apparent that the progress made along the disability, volunteering and empowering young people pathways makes the project highly likely to contribute to wellbeing in the longer term.

There is some indication in the data from Regional Camp (Figure 7) that, at least in the short term, participation in Regional Camp created changes in wellbeing for both volunteers with a disability and volunteers without a disability, with all but 2 of the volunteers stating that their thoughts and feelings about life and the future had changed positively as a result of the camp.

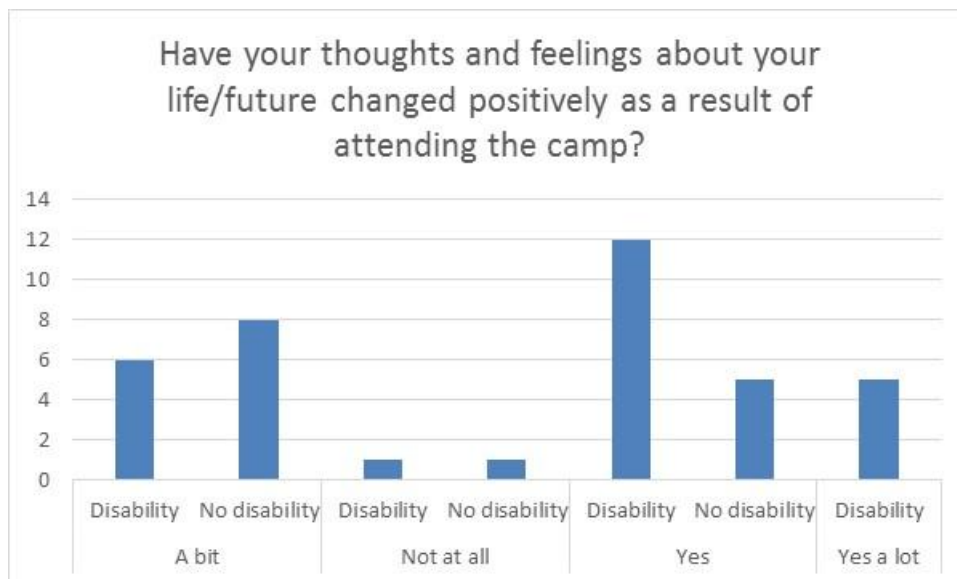


Figure 7: Regional camp data: positive changes in thoughts and feelings

5. Conclusions











The IF project in Manchester appears to be working exactly as intended and achieving the outcomes for which it obtained Spirit funding. The young volunteers appear to be obtaining enormous benefit from the project, and these benefits accrue to all the volunteers with whom I spoke, not just to the very able who would be likely to succeed in any domain.

The project is very well networked, formally and informally, with local initiatives and stakeholders, and a distinctive feature is the continuity and commitment of the stakeholders involved. The project delivers a mixture of eventful, high energy volunteering opportunities and smaller, more regular opportunities, which enables the differing needs of disabled volunteers to be catered for. Volunteers have received accredited skills training in a variety of sports, and have also had formal personal development opportunities, mainly at Regional and National Camp. The project is deliberately facilitating young people's autonomy both by appointing a youth board, and by giving young people a say in what they would like to do. The skills developed are being capitalised on by developing more experienced volunteers as mentors, which helps to feed back into the project.

6. Recommendations

The evaluator felt that IF Manchester demonstrated a number of elements of good practice which deserve to be disseminated further, both within and beyond Spirit.

These include:

-  focused outreach to groups who are underrepresented within the demographic of volunteers
-  planning for post-project sustainability, by ensuring the project is embedded in a wider organisational context where learning, networks and the existing volunteer base can be maintained even after project specific funding ends
-  planning for sustained outcomes, by providing development opportunities for volunteers, such that some of the project activities (inclusive sports, youth empowerment) can continue after the project ends
-  delegating substantial autonomy to young people e.g. funding an initiative designed and implemented by them
-  thoughtful approach to peer mentoring, which is likely to consolidate outcomes for both mentors and mentees, and provides a sense of progression for individuals within the project
-  active and focused networking across organisations in the area and building of excellent relationships with stakeholders
-  awareness of the risk of promoting 'stars'. The VC and other stakeholders (e.g. the staff at Melland High) deliberately aimed to identify volunteers who would most benefit from the opportunity, rather than those who would perform 'best'
-  deliberate reflection on and dissemination of learning around disability and volunteering
-  building excellent relationship with volunteer managers. Existing evidence shows that making volunteering inclusive isn't particularly difficult, but requires a positive attitude from volunteer managers. The volunteer manager with whom I spoke for this evaluation exemplified this: she had a committed and thoughtful approach: conducted careful pre-briefings, she explained tasks carefully, and maintained communication throughout the day with the volunteers. An important feature of her approach, she felt, was managing volunteer supply very carefully so that there were no volunteers 'hanging around' without enough to do
-  as a result of the experience and insight gained in IF nationally, YST are working with the English Federation of Disability Sport to develop and disseminate a toolkit to support the provision of high quality inclusive volunteering roles.

It is difficult to identify specific recommendations for IF Manchester, apart from strongly recommending that, should funding not be obtained to continue the project as an initiative in its own right, significant support be provided to transfer the project to ensure continuity for the volunteers, VC and other stakeholders. It would be a terrible shame if the volunteer loyalty, project momentum, stakeholder relationships and learning did not persist in some form in Manchester. This does seem likely to happen, but it would be valuable to examine whether any elements of the intervention will 'fall by the wayside' (e.g. National and Regional Camp), and whether these could be replaced in some way.

One area where it may be possible to continue to develop within the project is to build on existing success in the development of mentors to ensure that they are more than just assistants and more experienced session leaders, but that they can also become more general mentors to provide personal development opportunities for other volunteers. This may be overly ambitious given the resources of the project, but it is apparent that at least some of the mentors are strikingly driven, capable and committed, so ensuring that they can develop themselves and others in as rounded a way as possible would be desirable.

7. Appendix 1: List of Participants and Case Study

7.1 List of Participants

Table 2: Case study participants

Name	Role	Organisation
Harris Lorie	Programme manager	Spirit of 2012
Chris Ellis & Ella Ferguson	Programme managers IF (previous and present)	YST
Nick Alogba	Programme co-ordinator, IF Manchester	YST/Manchester City Council
Dean Beddows	Learning mentor & Inclusive Futures key contact	Melland High School
Val Cottam	Volunteer Manager	National Squash Championships
8 x disabled young people (2 female, 6 male)	Students at a high school for young people with special educational needs	Melland High School
Nicky Boothroyd	Ex line manager Nick Alogba; ex strategic leader for disability and sport in Manchester	Manchester City Council

7.2 Case Study

The following case study on one of the disabled volunteers (not interviewed for the evaluation) was written up by the Coordinator & Parental Engagement Lead for Manchester City Council. S is one of the more experienced volunteers who is now mentoring other volunteers at the Abraham Moss Family Centre Saturday Inclusive Futures session.

“S. is now 18 years old, and studying Level 2 Sport at Hopwood Hall College. S. first got into sport when she was at Charlestown primary school aged 8. Her first passion was swimming and she entered the Disability Swimming Gala where she got the bug for competition. S.’s mum found out that there were lots of opportunities for S. to take part in sport outside of school, S. started attending the Sportcity Athletics Club where she made many friends and realised that sport isn’t just about physical activity, it’s also about making friends, having fun and choosing a habit for life. Through her hard work and regular training sessions at Sportcity, S. has over 60 medals and has been National champion in the shot put, javelin & 100 metres. She also continued to swim joining Harpurhey swim club and competing at a National level.

S. has participated in many sports and has been a regular participant at the CADS school holiday camps. She even brought her younger sister along when she was old enough. S. also made many friends at these camps and realised that she wanted to be a sports coach when she left school. She regularly supported the younger children on the camp especially those with a disability, as she wanted them to enjoy & benefit from playing sport too.

S. is now a regular volunteer at an Inclusive Active Family session at Abraham Moss along with being an Inclusive futures Volunteer where she volunteers on major sporting events. Through this programme S. has gained a number of qualifications which will help her in her journey to becoming a sports coach.

'I am a Volunteer for Inclusive Futures working as a sports coach with young people and their families, to get them involved in Inclusive sport. The sessions are held at Abraham Moss Leisure centre on Saturday Afternoons 2-4pm. I like working here, as the Lead Coach helps me plan some of the activities, so I can look at how to adapt the session for the group. I get to meet new people too and work with other volunteers. We also have a swimming session. I hope to gain a swimming qualification, so I can help deliver activities in the pool.'

I like attending sports events and have recently volunteered at the Squash Championships, Sport Relief Mile, Manchester Marathon and in May will be supporting the Greater Manchester Run

I found out about volunteering from a coach at my Athletics club, and got in contact with the Manchester Co-ordinator for Inclusive Futures. I started Volunteering with Inclusive Futures last year and have really enjoyed working on the programme, and learning how to be a Coach. This experience made me find out about other volunteering opportunities to take part in.

I have received lots of support from my family who encourage me to take part, and people involved in Inclusion Sports who have told me about opportunities that I can get involved in. From attending training sessions, I feel more confident in coaching sport, adapting activities for those with disabilities and working with different people.

I got the Inclusion Volunteer of the year at a recent awards ceremony, as I had completed over 200hrs of volunteering in a year as a Young Leader. I was shocked and amazed as I didn't expect to receive it. I would like to be an Inclusive Sports coach and compete in the Paralympics or even the Olympics in the future.'

S.'s journey from participant to coach is extraordinary in spite of her disability, taking part in sport has given her the confidence to face challenges head on and to feel that now she is more than capable to deliver sessions to young people of all abilities. Her determination to succeed both as a competitor & a coach is commendable: many young girls give up sport in their teens. S. has broken the mould and has gone from strength to strength."