

# Review of evidence on the outcomes of youth volunteering, social action and leadership

December 2014

Nick Ockenden and Joanna Stuart



Institute for  
Volunteering  
Research



## **Contents**

<b>1. Introduction</b>	<b>3</b>
<b>2. Understanding the concepts</b>	<b>4</b>
<b>3. Outcomes of youth volunteering, social action and leadership</b>	<b>7</b>
<b>4. Developing and outcomes framework</b>	<b>15</b>
<b>5. Conclusion</b>	<b>26</b>
<b>Appendix A. Summary of youth sport volunteering programmes</b>	<b>29</b>
<b>References</b>	<b>34</b>

## 1. Introduction

This review brings together existing evidence on the outcomes of youth volunteering, social action and leadership and on the metrics which can be used to measure them. It has been produced to inform the evaluation and wider roll out of the Asda Active Sports Leaders programme. This project is funded by the Spirit of 2012 and Asda, and aims to increase the numbers of teenagers getting involved as sports leaders and in volunteering to help build confidence, skills and interest in social action.

This review addresses the following questions:

- How should we conceptualise youth volunteering, social action and leadership?
- What are the key outcomes of participation in volunteering, social action and leadership roles for young people?
- What are the main facilitators and barriers to involvement in volunteering, social action and leadership for young people?
- What are the underpinning principles for programmes which involve young people as leaders in volunteering and social action?
- What existing frameworks and metrics can be used to measure the outcomes of youth volunteering, social action and leadership?

This is a rapid, high-level evidence review and therefore identifies key themes and findings from published research, literature and programme evaluations.

Appendix A includes summaries of evaluations of relevant youth sports volunteering programmes.

## 2. Understanding the concepts

This section of the review will briefly explore the concepts of 'volunteering', 'social action' and 'leadership' and how these can be defined. A clear understanding of how we want to conceptualise these terms will help us develop a clearer picture of what 'quality' youth volunteering, social action and youth leadership might look like.

### 2.1 Volunteering

There are multiple different definitions of volunteering in practice but the most widely used and accepted in England is provided by the 'refreshed' Compact on relations between Government and the third sector in England:

*'... an activity that involves spending unpaid time doing something that aims to benefit the environment or individuals or groups (other than or, in addition to close relatives).'* (The Compact, 2009, p.7)

The Institute for Volunteering Research undertook a comprehensive review of the definition and understanding of volunteering in which it attempted to 'revisit' the question of what is and is not volunteering (Ellis Paine, Hill and Rochester, 2010). In doing so it discussed three core characteristics or defining features of volunteering; that it is:

- Unpaid;
- Undertaken through an act of freewill;
- Of benefit to others.

The review went on to assess volunteering in relation to each of these three features, recognising its contested nature and the fact that it is changing and evolving in relation to external pressures and policy development; in each case the authors concluded that the features are more accurately understood as a spectrum rather than a clear black and white delineation.

Further definitions of volunteering are provided as part of large-scale surveys which seek to record levels of participation in volunteering. The Community Life survey, the most widely used measure of levels of volunteering in England, distinguishes between formal volunteering (that which takes place through a group, club or organisation) and informal volunteering (which takes place independently of such structures and on a one-to-one basis). This review concerns itself with formal volunteering, although recognises the wide range of activities that fall within this term.

## 2.2 Youth social action

Work by the Institute for Volunteering Research (IVR) and the Young Foundation, on behalf of the Cabinet Office, developed an agreed definition of youth social action which the youth sector bought in to, which was:

*'Young people taking practical action in the service of others in order to create positive social change that is of benefit to the wider community as well as to the young person themselves.'* (Young Foundation and IVR, 2013)

The review identified a number of critical characteristics of youth social action, including being in a group environment (Arches and Fleming, 2006), meeting on a regular basis, and seeking to bring about change (Roker and Eden, 2002). Similarly, a report of an American Youth Leadership Programme in Bangladesh (World Savvy) describes an involved process in which *'youth address an issue they care about, learn about it and potential solutions to solve it, then take action to create positive change on this issue.'*

An alternative way to understand and define youth social action in literature appears to be in contrast to other forms of youth volunteering; particularly in relation to the extent that it seeks to enact change. Morsillo and Prilleltensky (2007) discuss 'transformational' social involvement by young people, which seeks to address and change the root of the social, political or economic problem or the cause; in contrast to 'civic engagement', which seeks to be ameliorative and not challenge the status quo, and is more akin to 'traditional' forms of volunteering. Contrasts are also described in relation to the extent of involvement in decision-making by the young people. A report by Youth Action and the Centre for Social Action at De Montfort University (2009), for example, highlights a greater emphasis on young people having an opportunity *'to play a key role in the design, delivery and evaluation of their projects'*.

## 2.3 Youth leadership

Youth leadership and how it should be defined is debated widely. A number of studies, however, have usefully discussed the meaning of youth leadership and its key characteristics. Conner and Strobel (2007), for example, suggest that youth leadership comprises three dimensions: communication and interpersonal skills; analytic and critical reflection; and positive community involvement. Dobosz and Beaty (1999) argue that leadership is the capability to guide others in the achievement of a common goal while others suggest that it is the ability to influence the *'thoughts, behaviours, and feelings of other people'* (Gutman and Schoon, 2013). One of the most useful contributions is from the Young Foundation who propose that youth leadership is:

*'Young people empowered to inspire and mobilise themselves and others towards a common purpose, in response to personal and/or social issues and challenges, to effect positive change.'* (Kahn et al, 2009)

And the activity of developing youth leadership as:

*'Opportunities that engage young people in challenging action, around issues that reflect their genuine needs and offer authentic opportunities to make decisions and effect change, in an environment of support in which young people can reflect on their experiences.'* (ibid.)

### 3. Outcomes of youth volunteering, social action and leadership

This section draws together existing evidence on the depth and breadth of the outcomes of volunteering, social action and leadership, primarily on the young people themselves.

#### 3.1 Outcomes for youth social action and volunteering

Research studies and programme evaluations on the outcomes of youth volunteering and social action consistently highlight a number of key outcome areas for young participants. These studies have generally been based on self-reporting by young people rather than independent measurement.

##### *3.1.1 Personal development*

Young people feel that they develop confidence and self-esteem and learn new skills through volunteering and social action, including organisational skills, communication and group skills (see, for example, Arches and Fleming, 2006; Drever, 2010; Low et al, 2007; NYA, 2007; Taylor et al, 2003). Volunteering is perceived by young people to help prepare them for employment (Hirst, 2001; NYA 2007; v, 2008). Research from the National Youth Agency (2008) found that young people felt that volunteering '*created opportunities to test out different career options, gain practical experience and acquire skills related to specific types of employment*' (p5). Other studies highlight similar findings, with research from the youth charity v (2008) reporting that three in four young people surveyed thought that volunteering is a valuable activity that could have a positive effect on their career progression. Employers have also reported that they value the improved skills gained through volunteering experiences, including those in communication, leadership and teamwork (v, 2008). However, evidence on the direct link between volunteering and employability remains mixed (Hill and Russell, 2009).

Within sport volunteering, young people have reported an increase in organisational skills, for example, discipline and responsibility; inter personal skills; and specific skills including coaching, leadership and working with young people (Kay and Bradbury, 2009; Sports Leaders, 2013; StreetGames, 2014. Taylor et al. 2003).

##### *3.1.2 Well-being*

Research also highlights the link between volunteering in sport and positive changes in well-being. A recent study by Join In (2014), for example, reports that '*compared to non-volunteers, people who volunteer in sport are considerably higher on the measures of feeling like their life has a sense as purpose, that they are doing something important, feel a sense of pride and that their life has meaning*'. The same study found that sport volunteers have ten per cent higher self-esteem, emotional well-being and resilience and are fifteen percentage points less likely to worry. Evaluations focused specifically on youth sport volunteering initiatives have also

highlighted positive outcomes in well-being and health for young volunteers. Evaluation of the Co-operative Street Games Volunteers found that involvement was perceived to improve the health of volunteers and those they supported (StreetGames, 2014) and participation in the Step into Sport programme reportedly encouraged young volunteers to think more about health and fitness (Bradbury and Kay, 2005).

### *3.1.3 Community-based impacts*

Young people also report a greater awareness of, and interest in, the community and community issues and how to effect change through their volunteering or social action. Their experience enables them to feel that they can make a real difference at the local level and have the capacity to make change happen (Morsillo and Prilleltensky, 2007; Roker and Eden, 2002).

Within sport, research has shown that volunteering can help people feel part of, and positive about, their local community. One study found that *'compared to people who don't volunteer, volunteers in sport are significantly more likely to feel good about their local community, like they have influence, that their needs are met and feel it is important to be part of their community'* (Join In, 2014). Comparing volunteers to those who have never volunteered in sport, the research found that volunteers were three times more likely to say that they feel it is important to be part of their community and four times higher to say they trust others in their community (ibid).

Evidence from sports volunteering initiatives also report how involvement can effect change in the attitudes of young people towards their communities. The evaluation of The Co-operative StreetGames Volunteers, for example, reported that involvement in volunteering *'instils respect for communities'* and encourages a sense of belonging and pride in the community (StreetGames, 2014).

Youth volunteering and social action can also help facilitate 'social connectedness' and provide opportunities for young participants to interact with other people from different backgrounds. This has shown to help foster positive attitudes, develop empathy, promote a better understanding of other people and encourages young people to learn from one another (Youth Action Network and Centre for Social Action, De Montfort University, 2009).

### *3.1.4 Reviews of multiple outcomes*

Recent research by IVR and the Young Foundation on behalf of the Cabinet Office (Young Foundation and IVR, 2013) involved in-depth interviews with leading individuals and organisations working in the youth development field which helped to identify the following outcomes for young people:

- Confidence and self-esteem, creativity and resilience;



- Sense of making a difference and being listened to;
- Sense of personal agency;
- Core skills that promote self-development and improve employability: e.g. ability to communicate and present ideas, team-working, negotiation and leadership;
- Opportunities to develop entrepreneurship;
- An understanding of systems – how to negotiate their local council or how policy decisions are made at a national level;
- Extended social horizons through forming relationships and networks with others from different backgrounds;
- Caring attitude to others and a personal sense of belonging.

A follow-on piece of work by the Young Foundation, Generation Change and IVR in 2013 (unpublished<sup>1</sup>) sought to develop a series of metrics to capture the impact of youth social action on both the young people involved, and on the wider community. As part of this it identified five areas which against which the benefits of youth social action should be assessed:

- Education and careers;
- Civic engagement;
- Social cohesion;
- Relationships and networks;
- Health and well-being.

This work led to a useful framework which combines studies from the Young Foundation and the CBI on the outcomes of youth social action for young people (Generation Change, 2013).

---

<sup>1</sup> The research and consultation informed the work of Step Up To Serve but has not been published publically - <http://www.stepuptoserve.org.uk/about-us/consulted/>.

**Figure 1: Framework for Youth Social Action**

<b>CBI</b>	<b>Young Foundation</b>
Optimism	Communication
	Creativity
Determination	Confidence and Agency
	Planning and Problem solving
	Resilience and Grit
Emotional intelligence	Leadership
	Relationships
	Managing feelings, self-control

### 3.2 Outcomes for youth leadership

The field of youth leadership also offers useful evidence on the outcomes of participation on young people, with parallels with research from youth volunteering/social action.

#### *3.2.1 Personal development*

Studies reporting on the outcomes for young people as leaders also highlight the impacts on personal development and skills, including inter-personal skills and communication (Conner and Strobel, 2007; Kahn et al, 2009). Specifically, skills such as motivating others, working with a team and resolving conflicts have been highlighted as important for youth leadership programmes (Kahn et al, 2009). Indeed, it is argued that *‘the social and emotional skills that young people develop when they learn and exercise leadership can be key in enabling them to develop [this] vital self-confidence and motivation towards the future’* (ibid).

Within sport specifically, research has found that programmes engaging young people in leadership roles impact positively on youth development including effectiveness skills and self-esteem. Taylor’s evaluation of the impact of sports leaders training and engagement reported that *‘it was active engagement as a leader that contributed most to the young people’s self-concept – increases in self-efficacy and self-esteem were greater in those that took on leadership roles’* (Taylor, 2012). One study reporting on the impact of the Step into Sport programme gives specific examples of how leadership activities led to positive outcomes for young people, *‘the experience of planning activity sessions led to improved organisational skills, and the*

*experience of leading sports sessions resulted in increased confidence in interacting with people* (Kay and Bradbury, 2009).

### 3.2.2 Relationships to others

'Connecting' with others, including the ability to empathise with others; respect and care for others; and developing an awareness and appreciation of cultural differences are also highlighted as important desirable outcomes for youth leadership (Kahn et al, 2009). Within sport, there is evidence from youth leadership programmes that participation has led to greater 'social connectedness' which was *'effective in facilitating 'bonding' and 'bridging' social capital: teaching staff reported that young people interacted more with their own peers than previously, and young people themselves spoke of the benefits and satisfaction from helping others in their community'* (Kay and Bradbury, 2009).

## 3.3 Barriers and facilitators to youth volunteering, social action and leadership

Research studies and learning from other programmes provide useful findings on the barriers and facilitators to youth volunteering, social action and leadership.

### 3.3.1 Facilitators

Evidence from sports volunteering programmes highlight the importance young people attach to activities which are enjoyable and those which provide opportunities for learning skills and personal development. The evaluation of the Step into Sport programme, for example, found that 77 per cent of the school pupils involved as community volunteers wanted to participate to enhance their personal development and 72 per cent were attracted to the programme because they thought it would be fun and enjoyable (Bradbury and Kay, 2005). More broadly, research suggests that young volunteers get involved in volunteering for a mix of instrumental and altruistic reasons – wanting to improve things and help people as well as wanting to enhance skills and employability (Hutin, 2008).

Research indicates that young people respond to incentives to encourage them to volunteer and get involved in their community such as training opportunities and accreditation (Ellis, 2004; Low et al, 2007). As noted by Bradbury and Kent (2009) *'programmes which offer a tangible reward...may have the capacity to attract more young participants including those who would not necessarily be engaged otherwise'*. The involvement of peers in volunteering and social action can also help encourage young people to participate (Ellis, 2004).

The importance of choice and flexibility of opportunities for young people, particularly in terms of flexible times for participation has also been highlighted by a number of studies (Ellis, 2004; Gaskin, 1998). The evaluation of the Co-operative StreetGames Volunteers (2014) emphasises the importance of choice for volunteers, noting *'the impact of volunteering gets stronger if the young volunteer remains in volunteering for a long time and has a wide range of volunteering opportunities'*. The need for

opportunities to be accessible and appealing has also been highlighted in the leadership literature. Kahn et al (2009) note that youth leadership programmes '*need to be designed to recognise, reflect and respond to the specific needs and contexts of young people's lives*' (p.20).

Studies have noted the importance of 'skilled' adults as enablers who can help to structure activities and boost confidence in young people (Ellis, 2004; Roker and Eden, 2002). Evaluations of programmes involving young volunteers in sport highlight the key role of teachers, coaches and other adults who model positive attitudes and behaviour and help motivate young people (StreetGames, 2012).

### 3.3.2 Barriers

A common barrier to the participation of young people in volunteering and social action is the perceived lack of time to get involved. In sports volunteering specifically, it has been identified '*that many young people believe that to volunteer requires regular and considerable commitment in a recognised role, a belief that may act as a barrier to volunteering by this age group*' (Sport England, 2003). Competition for young people's time '*between participation, education, employment, a social life and participation in other activities, can inhibit participation in volunteering and social action*' (ibid).

Negative associations with 'volunteering', 'social action' or 'leadership' can act as a barrier for some young people. The evidence on the image of volunteering amongst young people is, however, mixed. Ellis (2004) found that one in three young people surveyed thought volunteering was 'boring', however other evidence suggests that young people have a positive view of volunteers (Gaskin et al, 1996; Davis Smith, 1997; Ellis, 2004) and would like to get involved more (Low et al, 2007). The 2007 National Survey of Volunteering reported that 70 per cent of 16 to 24 year olds would like to spend more time volunteering (Low et al, 2007). Indeed, it has been reported that young people's interest in volunteering far exceeds current levels of involvement when they are asked about specific activities rather than 'volunteering' as a whole (Birwell et al, 2013). Within the field of leadership, research has highlighted that young people '*may not identify with the leadership role, or may view leadership in a negative light*' (Kahn et al, 2009). This, together with negative peer pressure can act as significant barriers to involvement.

Young people may also perceive that opportunities are not inclusive and not open to people from different backgrounds. Indeed, the evaluation of Step into Sport reported that the programme found it difficult to attract a broad range of backgrounds which resulted in an under-representation of BME pupils (Bradbury and Kay, 2005). Evidence suggests that attracting BME groups to formal volunteering in sport can be challenging, with those from BME backgrounds less than half as likely to volunteer in sport compared to those from White backgrounds (Sport England, 2007 in Sporting Equals, undated). However, this doesn't account for the more informal and less

organised activities undertaken by BME groups and it has been argued that those from BME backgrounds may not recognise what they are doing as 'volunteering' but more as 'helping' people (IVR, 2004; Machin, 2005). The concept of 'volunteering' might be therefore alienating for some people and the traditional image of volunteering not inclusive enough. Evidence highlights a number of areas which can help to promote the engagement of BME groups in volunteering, including building closer links with local community groups and specialist organisations, promoting more informal interactions which counter the stereotypes of volunteering and the promotion of diversity and cultural awareness amongst programme participants and staff (IVR, 2004). Recognising the need for organisations to be better supported in their work to engage BME volunteers, Sporting Equals has produced a Toolkit guide to help in the recruitment and support of BME volunteers<sup>2</sup>.

Lastly, evidence suggests that a lack of confidence amongst young people can be a barrier to getting involved in volunteering, social action and/or leadership. Young people may not recognise what they can offer in terms of experience or skills (Low et al, 2007, v, 2007). In leadership programmes, young people may feel they don't have sufficient talent or abilities to be leaders and this has been identified as a particular barrier to participation (Kahn et al, 2009).

#### 3.4 Underpinning principles of youth volunteering and social action

The research and programme evaluations help to identify some underpinning principles for volunteering/social action programmes which involve young people as leaders or in leadership activities. These include:

- Dual benefit for the young person involved and on the community/people they are working with;
- Emphasis on personal development and skills development, including skills that support transition to adulthood (e.g. transferable skills and social skills) and leadership skills;
- Rewarding and fun for young participants;
- Flexible opportunities in terms of time and activities;
- Opportunities for progression and promoting involvement as a 'journey';
- Balance real life leadership opportunities with activities which do not overburden or over pressurise young people;
- Help young people reflect on their experiences and embed their learning and skills – reflect on achievements, lessons and failures;
- Promote understanding among young people across lines of difference;

---

<sup>2</sup> [http://www.sportingequals.org.uk/PICS/V\\_Toolkit.pdf](http://www.sportingequals.org.uk/PICS/V_Toolkit.pdf)

- Provide opportunities in a supportive environment with adults as facilitators - offering support, resources and confidence-building and modelling positive behaviour and attitudes.

## 4. Developing an outcomes framework

This section describes the opportunities and challenges in developing an outcomes framework for youth social action and leadership, and draws on existing examples to highlight the range of metrics and scales available.

### 4.1 Sector views on outcomes frameworks

In 2013 work by the Young Foundation, Generation Change and IVR to develop a series of metrics involved one of the most comprehensive recent reviews of existing metrics for youth social outcomes, including in-depth conversations with more than 40 youth service providers (unpublished). It identified that:

- While some providers were using externally verified scales, others had developed their own set of indicators based on the journey of the young people they worked with. Such scales were not externally verifiable;
- Some providers were not using any outcome-based scales, and were reporting solely on outputs or case study data;
- Providers tended to be supportive of the development of a common metric which could be used across organisations, but they also stressed the need for this to be tailored to local context.

It also sought the views of stakeholders on the challenges and opportunities in the practical use of metrics and outcome frameworks, concluding that:

- Academic metrics tend to include at least 10 statements for any one character trait;
- Self-assessment metrics are less effective in capturing an individuals' progress against a particular measure, but more suited to testing outcomes for a group of young people;
- Approaches to triangulate outcomes for young people, using a variety of measures, should be used;
- Most providers find that a mixture of online and paper-based data collection systems will maximise the response rate;
- Empathy measurement could be enhanced by including measures to assess pro-social behaviour and character traits;
- The maximum number of survey statements that a young person would respond to was considered to be 20.

As well as being externally verifiable and having common standards that can apply to different forms of intervention and social action, it is important that evaluations are

tailored to the individual situation. In selecting and applying the metrics and questions, and determining their appropriateness, the work concluded that it is important to consider the age of the young person involved, the wider context and setting within which the social action is taking place, and the duration of their participation.

#### 4.2 Examples of outcomes frameworks and metric measures for youth social action

There is a considerable number of frameworks and metrics that are used by a wide range of youth service providers. In 2013 Generation Change, for example, identified 31 different metrics. Within these, they identified a list of 450 verified statements used in psychometric self-assessment surveys, existing programme surveys and organisations that have undertaken work on outcome measurement by young people.

It is not the intention of this literature review to repeat or duplicate this comprehensive piece of work, but a smaller number of frameworks and metrics have been set out and explored below. Each of these scales and frameworks consist of a large number of individual metrics. Rather than list them all, the table focuses on metrics that are directly relevant to the programme outcomes that have been identified as part of the Asda Active Sports Leaders programme, which are:

1. Increase in social action and/or employment;
2. Increase in satisfaction and happiness;
3. Increase in confidence and self-esteem;
4. Enhanced job prospects/employability;
5. Increase in likelihood to volunteer;
6. Improved health and well-being.

The following table will address each of the outcomes in turn, describe the most relevant outcomes framework, and list examples of metrics and scales that could be used.

This section of the literature review has been informed, in particular, by two comprehensive publications on measuring and assessing the outcomes of youth social action, the Young Foundation's [Framework for Youth Social Action](#), and New Philanthropy Capital's [JET: the journey to employment](#). Neither publication list their own metrics or scales, but they do highlight multiple others in their appendices; the most relevant have been included in the following table. In many cases the metrics have been developed for a specific sector or age group and this should be considered when applying them to a different group of people; furthermore, some are not appropriate to be adapted.



Outcome framework	Description	Metrics / scales / questions
<b>Increase in social action and/or employment</b>		
<a href="#">Youth of Today evaluation</a> NatCen (2010)	The independent evaluation of the Youth of Today programme, funded by the Department for Education, which set out to develop youth leadership opportunities for approximately 2,000 young people aged 13-19 who were seen to be under-represented in leadership roles.	Respondents asked to tick all that apply in relation to the question 'have you ever done any of the following things to make a difference in your local area?' <ul style="list-style-type: none"> <li>• Volunteered at a local group, club or organisation</li> <li>• Raised awareness about an issue by writing a letter or email to someone</li> <li>• Raised awareness about an issue by phoning someone</li> <li>• Raised awareness about an issue through my school, college or university</li> <li>• Raised awareness about an issue on the internet</li> <li>• Started a petition/ collected signatures</li> <li>• Signed a petition</li> <li>• Attended a community/ public meeting</li> <li>• Went on a protest or demonstration</li> <li>• Contacted my MP or my local councillor</li> <li>• Contacted the radio, TV or newspaper</li> <li>• Contacted someone else (Please write in)</li> <li>• Or other (Please write in)</li> <li>• None of these</li> </ul>
<a href="#">Evaluation of National Citizen Service</a> Ipsos Mori (2013)	The 2013 independent evaluation of National Citizen Service (NCS) used over 100 outcome measures which were grouped into four areas: <ul style="list-style-type: none"> <li>• Social mixing</li> <li>• Transition to adulthood</li> <li>• Teamwork, communication and leadership</li> </ul>	<ul style="list-style-type: none"> <li>• % planning to do paid work (full-time or part-time) in the next few months</li> <li>• % planning to undertake voluntary help or community work in the next few months</li> <li>• % intending to be looking for work or unemployed in two years' time</li> <li>• % intending to be in an Apprenticeship or similar type of training in two years' time</li> <li>• % intending to be in a full-time job (30 or more hours per week) in</li> </ul>

	<ul style="list-style-type: none"> <li>Community involvement</li> </ul>	<p>two years' time</p> <ul style="list-style-type: none"> <li>% agree that a range of different career options are open to me</li> <li>% who have helped out at a local club, group, organisation or place of workshop outside of school or college hours in the last three months</li> <li>% who have helped out other organisations outside of school or college hours in the last three months</li> <li>% who have raised money for charity (including taking part in a sponsored event) outside of school or college hours in the last three months</li> <li>% who have done something to help other people, or to improve a local area outside of school or college hours in the last three months</li> </ul>
<a href="#">Longitudinal Study of Young People in England</a> (LSYPE) Department of Education (2004)	<p>LSYPE is a large-scale survey managed by the Department for Education (DfE). It started in 2004 with a cohort of 15,770 young people aged between 13 and 14 who were interviewed with their parents. The young people have been interviewed annually since then in 'waves'.</p>	<p>Have you volunteered during the last 12 months? This includes giving any unpaid help to groups, clubs, organisations or individuals which is unpaid, e.g., helping out with or raising money for charity, campaigning for a cause you believe in, visiting or looking after people, providing transport or doing household jobs for someone.</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> </ul>
<a href="#">Understanding Society</a>	<p>This is a major academic study which runs on an annual basis and gathers data on the social and economic circumstances and attitudes of people in 40,000 households. The following questions are drawn from the non-employment module.</p>	<p>Have you looked for any kind of paid work in the last four weeks?</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> </ul> <p>Were you asked to an interview for any of the jobs that you applied for?</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>Don't know</li> <li>Don't want to answer</li> </ul>
<a href="#">Continuous Household Survey</a>	<p>This is a large-scale continuous surveys carried out in Northern Ireland, by the Central Survey Unit of the Northern Ireland Statistics and Research Agency (NISRA). It has been</p>	<p>Were you offered a job as a result of this/these applications?</p> <ul style="list-style-type: none"> <li>Yes</li> <li>No</li> <li>Waiting for result of application</li> </ul>

	running since 1983; these questions are drawn from the job applications module.	
<b>Increase in satisfaction and happiness</b>		
<a href="#">Personal well-being ONS</a>	ONS includes four questions on personal well-being in the Annual Population Survey (APS). These questions were introduced in April 2011 and have not changed since that date. These questions are a personal assessment of their own individual well-being.	<p>Respondents asked to rate themselves from 0 ('not at all satisfied') to 10 ('completely satisfied')</p> <ul style="list-style-type: none"> <li>• Overall, how satisfied are you with your life nowadays?</li> </ul> <p>Respondents asked to rate themselves from 0 ('not at all happy') to 10 ('completely happy')</p> <ul style="list-style-type: none"> <li>• Overall, how happy did you feel yesterday?</li> </ul>
<a href="#">Subjective Happiness Scale (SHS)</a>	Developed by Dr Sonja Lyubomirsky this framework has four scales which the respondent is asked to score themselves against; they are based around personal perceptions of happiness in relation to others.	<ul style="list-style-type: none"> <li>• In general, I consider myself: <ul style="list-style-type: none"> <li>○ 1 (not a very happy person) – 7 (a very happy person)</li> </ul> </li> <li>• Compared to most of my peers, I consider myself: <ul style="list-style-type: none"> <li>○ 1 (less happy) – 7 (more happy)</li> </ul> </li> </ul>
<a href="#">Satisfaction with Life Scale</a>	Developed in 1985 in the US by The Center for Outcome Measurement in Brain Injury, it consists of five metrics which the respondent is asked to agree or disagree with.	<p>Respondents are asked to score on a seven-point scale from 1 (strongly agree) to 7 (strongly disagree), include:</p> <ul style="list-style-type: none"> <li>• In most ways my life is close to my ideal</li> <li>• The conditions of my life are excellent</li> <li>• I am satisfied with my life</li> </ul>
<a href="#">Evaluation of National Citizen Service</a> Ipsos Mori (2013)		<ul style="list-style-type: none"> <li>• % who feel completely satisfied with life nowadays (score 10 out of 10)</li> <li>• % who did not feel anxious at all yesterday (score 10 out of 10)</li> <li>• % who feel the things they do in their life are completely worthwhile (score 10 out of 10)</li> <li>• % who felt completely happy yesterday (score 10 out of 10)</li> </ul>
<a href="#">The Resilience Scale</a>	A 14 and a 25 item scale which is seen to be a highly established and trusted scale against which to measure resilience; has been used	<p>A 14-item scale which asks respondents to score themselves on a seven-point Likert scale from 'strongly agree' to 'strongly disagree'.</p> <ul style="list-style-type: none"> <li>• I usually manage one way or another.</li> </ul>

	globally.	<ul style="list-style-type: none"> <li>• I feel proud that I have accomplished things in life.</li> <li>• I usually take things in stride.</li> <li>• I am friends with myself.</li> <li>• I feel that I can handle many things at a time.</li> <li>• I am determined.</li> <li>• I can get through difficult times because I've experienced difficulty before.</li> <li>• I have self-discipline.</li> <li>• I keep interested in things.</li> <li>• I can usually find something to laugh about.</li> <li>• My belief in myself gets me through hard times.</li> <li>• In an emergency, I'm someone people can generally rely on.</li> <li>• My life has meaning.</li> <li>• When I'm in a difficult situation, I can usually find my way out of it.</li> </ul>
<b>Increase in confidence and self-esteem</b>		
<a href="#">Youth of Today evaluation</a> NatCen (2010)		<p>Respondents asked to rate themselves on a five-point Likert scale from 'strongly agree' to 'strongly disagree'.</p> <ul style="list-style-type: none"> <li>• Since I took part in the programme, I am more confident about speaking in front of a group of people my own age</li> <li>• Since I took part in the programme, I am more confident about speaking with people in authority</li> <li>• Since I took part in the programme, I am more confident about leading a group in an activity or a discussion</li> </ul>
<a href="#">Evaluation of National Citizen Service</a> Ipsos Mori (2013)		<ul style="list-style-type: none"> <li>• % planning to do paid work (full-time or part-time) in the next few months</li> <li>• % who feel confident in being able to make decisions / getting things done on time / staying away without family or friends / managing my money</li> </ul>

		<ul style="list-style-type: none"> <li>• % who feel confident in being the leader of a team</li> <li>• % who feel confident in explaining ideas clearly</li> <li>• % who feel confident in putting forward ideas</li> <li>• % who feel confident in meeting new people</li> </ul>
<a href="#">Rosenberg's self-esteem scale</a> (RSES)	This is a 10 item scale measuring positive and negative feelings about the self.	<p>Respondents are asked to score themselves on a four-point Likert scale from 'strongly agree' to 'strongly disagree' against the following ten points.</p> <ul style="list-style-type: none"> <li>• On the whole, I am satisfied with myself</li> <li>• At times, I think I am no good at all</li> <li>• I feel that I have a number of good qualities</li> <li>• I am able to do things as well as most other people</li> <li>• I feel I do not have much to be proud of</li> <li>• I certainly feel useless at times</li> <li>• I feel that I'm a person of worth, at least on an equal plane with others</li> <li>• I wish I could have more respect for myself</li> <li>• All in all, I am inclined to feel that I am a failure</li> <li>• I take a positive attitude toward myself</li> </ul>
<a href="#">Volunteering Impact Assessment Toolkit</a> (VIAT) Institute for Volunteering Research (2010)	The VIAT is designed for volunteer-involving organisations to assess the impact of volunteering on different stakeholder groups, including on the volunteer themselves; it is designed for all age groups but can be adapted to younger volunteers. It provides a range of sample surveys which contain different metrics and scales, and which can be adapted by organisations.	<p>Respondents are asked whether any of the following have 'increased greatly' to 'decreased greatly' as a result of their volunteering, on a five point Likert scale.</p> <ul style="list-style-type: none"> <li>• My personal development (e.g. confidence, self-esteem, self-management)</li> <li>• Access to new contacts and networks</li> <li>• Sense of trust in others</li> </ul>
<b>Enhanced job prospects/employability</b>		
<a href="#">Duckworth Grit Scale</a>	An eight item scale (Grit-S) developed by	Respondents score themselves on a five-point scale 'Very much like me'

	Duckworth et al in 2009; 'grit' is interpreted as relevant to wider factors such as employability.	to 'Not like me at all' for the following eight items: <ol style="list-style-type: none"> <li>1. New ideas and projects sometimes distract me from previous ones</li> <li>2. Setbacks don't discourage me</li> <li>3. I have been obsessed with a certain idea or project for a short time but later lost interest</li> <li>4. I am a hard worker</li> <li>5. I often set a goal but later choose to pursue a different one</li> <li>6. I have difficulty maintaining my focus on projects that take more than a few months to complete</li> <li>7. I finish whatever I begin</li> <li>8. I am diligent</li> </ol>
<a href="#">First Steps: a New Approach to Schools</a> CBI	This focuses primarily on the outcomes for young people that employers will recognise and value – it is based on research with employers on these outcomes.	Does not list specific metrics or scales but highlights a range of outcomes that pupils could experience, and could potentially be measured against, including: <ul style="list-style-type: none"> <li>• Finish tasks started and understand the value of work</li> <li>• Learn to take positives from failure experienced</li> <li>• Work independently and be solutions-focused</li> <li>• Remain clam, even when criticised</li> <li>• Be willing to try new experiences and meet new people</li> <li>• Pursue dreams and goals</li> </ul>
<a href="#">Personal Development Scale</a>	This scale, developed to explore communication, team and leadership outcomes for the Youth of Today programme was adapted for the independent evaluations of National Citizen Service, conducted by NatCen (2012) and Ipsos Mori (2013), and has been used by 13 to 18 year olds.	Respondents asked to respond on a five-point Likert scale from 'very confident' to 'very unconfident' in response to the question 'how do you feel about the following things even if you have never done them before?' <ul style="list-style-type: none"> <li>• Meeting new people</li> <li>• Having a go at things that are new to me</li> <li>• Working with other people in a team</li> <li>• Putting forward my ideas</li> </ul>

		<ul style="list-style-type: none"> <li>• Being the leader of a team</li> <li>• Explaining my ideas clearly</li> <li>• Getting things done on time</li> </ul>
		<ul style="list-style-type: none"> <li>• % who feel confident in being the leader of a team</li> <li>• % who feel confident in explaining ideas clearly</li> <li>• % who feel confident in putting forward ideas</li> <li>• % who feel confident in meeting new people</li> </ul>
<a href="#">Volunteering Impact Assessment Toolkit</a> (VIAT) Institute for Volunteering Research (2010)		<p>Respondents are asked whether any of the following have 'increased greatly' to 'decreased greatly' as a result of their volunteering, on a five point Likert scale.</p> <ul style="list-style-type: none"> <li>• My skills (e.g. from teamwork through to computer literacy)</li> </ul> <p>Respondents are asked whether they 'strongly agree' to 'strongly disagree' with a range of statements, as a result of their volunteering, on a five point Likert scale.</p> <ul style="list-style-type: none"> <li>• I have increased my earning power</li> </ul>
<b>Increase in likelihood to volunteer</b>		
<a href="#">Youth of Today evaluation</a> NatCen (2010)		<p>Respondents asked to rate themselves on a five-point Likert scale from 'strongly agree' to 'strongly disagree'</p> <ul style="list-style-type: none"> <li>• Since I took part in the programme, I would be more willing to help run a service in my local area</li> <li>• I would join a club / interest group independently of my friends if it was something I really wanted to do</li> </ul>
<a href="#">Evaluation of National Citizen Service</a> Ipsos Mori (2013)		<ul style="list-style-type: none"> <li>• % planning to undertake voluntary help or community work in the next few months</li> </ul>
<b>Improved health and well-being</b>		
<a href="#">Personal well-being</a>		<p>Respondents asked to rate themselves from 0 ('not at all worthwhile) to</p>

ONS		<p>10 ('completely worthwhile')</p> <ul style="list-style-type: none"> <li>• Overall, to what extent do you feel that the things you do in your life are worthwhile?</li> </ul> <p>Respondents asked to rate themselves from 0 ('not at all anxious') to 10 ('completely anxious')</p> <ul style="list-style-type: none"> <li>• Overall, how anxious did you feel yesterday?</li> </ul>
<p><a href="#">Volunteering Impact Assessment Toolkit</a> (VIAT) Institute for Volunteering Research (2010)</p>		<p>Respondents are asked whether any of the following have 'increased greatly' to 'decreased greatly' as a result of their volunteering, on a five point Likert scale.</p> <ul style="list-style-type: none"> <li>• My general health and well-being</li> </ul>
<p><a href="#">Well-being measure</a> New Philanthropy Capital (2013)</p>	<p>This is an online survey-based tool that measures children's (aged 11-16) well-being, which has been fully validated. It looks at eight aspects of well-being.</p>	<p>Respondents asked to score themselves on a five-point Likert scale from 'strongly agree' to 'strongly disagree' in relation to the following statements.</p> <ul style="list-style-type: none"> <li>• A lot of things about me are good</li> <li>• I can't do anything right</li> <li>• In general I like being the way I am</li> <li>• I do a lot of important things</li> <li>• Overall I have a lot to be proud of</li> <li>• I can do things as well as most other people</li> <li>• Overall I am no good</li> <li>• Other people think I am a good person</li> <li>• I am as good as most other people</li> <li>• When I do something I do it well</li> <li>• I cry a lot</li> <li>• I am too fearful or anxious</li> <li>• I am nervous or tense</li> <li>• I am unhappy, sad or depressed</li> <li>• I worry a lot</li> <li>• I usually manage one way or another</li> </ul>



		<ul style="list-style-type: none"><li>• I keep interested in things</li><li>• I feel my life has a sense of purpose</li><li>• I find life really worth living</li><li>• My life has meaning</li><li>• My friends treat me well</li><li>• I have a lot of fun with my friends</li><li>• My friends are mean to me</li><li>• My friends are great</li><li>• My friends will help me if I need it</li><li>• I enjoy being at home with my family</li><li>• I like spending time with my parents</li><li>• My parents and I do fun things together</li><li>• My parents treat me fairly</li><li>• My family gets along well together</li><li>• Adults in my area treat young people fairly</li><li>• I wish I lived somewhere else</li><li>• I like where I live</li><li>• There are lots of fun things to do where I live</li><li>• I wish there were different people in my neighbourhood</li><li>• I like being in school</li><li>• I wish I didn't have to go to school</li><li>• I feel safe at a school</li><li>• I enjoy school activities</li><li>• School is interesting</li></ul>
--	--	---

## 5. Conclusion: gaps and coverage in metrics

This review has sought to inform the on-going evaluation and research work of the Asda Active Sports Leaders programme. Over the three years of the project, IVR will be working alongside Asda, Sports Leaders UK and UKActive to explore the impact of participation by young people on them and their communities and will use these findings from this review to inform the process.

The review has provided definitional information on terms key to the project – youth volunteering, youth social action, and youth leadership – in an attempt to clarify what will be evaluated and assessed. While key characteristics and definitional features can be identified, the terms remain contested and widely debated, and their understanding varies according to different organisational settings and activities, as well as evolving over time. Nonetheless, the descriptions in this review and the wider literature it points towards will provide the basis of a framework for defining the activity that is of interest to this project.

The review has also sought to identify those metrics which are currently in wider use and that could be used to assess the progress of the project, either as they are or after adaptation. While it has identified a wide range of available and relevant metrics, it has also demonstrated that certain areas are better served than others. This final section therefore seeks to reflect on the learning in relation to the project's aims and objectives, specifically the areas of evidence that are strong and where metric provision is well advanced, as well as the gaps that exist and that would benefit from further provision. In doing so, it will seek to examine the metrics in relation to some of the key outcomes of the Asda Active Sports Leaders programme (in particular: well-being, satisfaction and happiness; engagement in social action and volunteering; and job prospects, employment and employability).

Firstly, though, it is worth highlighting a potential gap in terms of metric provision. Existing metrics identified in this review tend to approach from the point of view of the individual engaged in the activity (whether this is youth social action or something else), as it is the young people themselves that tend to be the focus – or at least the starting point – of the evaluation and research work. Self-assessment in itself is not necessarily problematic, but triangulation of views and experiences through an exploration of the views of other stakeholders connected to those young people can strengthen findings, either by confirming or contradicting those views. The parents and guardians of young people – and indeed teachers and youth workers<sup>3</sup> – clearly have a valuable insight into the impact of participation on the young people, and the Asda Active Sports Leaders programme will be seeking to

---

<sup>3</sup> Work evaluating youth social action and volunteering programmes, including that undertaken by IVR, has examined the views of parents, guardians, teachers and youth workers, but has frequently done so as part of qualitative interviewing and has tended not to use metrics to explore this.

build an understanding of how parents perceive the role of leadership, youth social action, and volunteering in their child's development and progression. Metrics seeking their views would be a valuable addition.

#### *Well-being, satisfaction and happiness*

There is a strong and comparatively recent policy agenda around understanding and promoting happiness and its connection to different policy agendas and activities, both nationally and internationally<sup>4</sup>, including social action and volunteering. In such a context, multiple different metrics that seek to measure and quantify happiness, as well as things like satisfaction, quality of life, and well-being, exist, including widely respected measures such as those developed by ONS. Such metrics will provide a useful and valuable input into the evaluation of the Asda Active Sports Leaders programme – the strapline of the Spirit of 2012 Trust, one of the programme's key funders, is 'Investing in Happiness', and ultimately connects all of its activities and work to this over-arching objective. As such it has developed a list of metrics and indicators focused on happiness and well-being, drawing heavily from the ONS well-being indicators, which alongside the other measures outlined in this review, will help assess progress and outcomes of this project.

#### *Engagement in social action and volunteering*

Metrics tend to explore the relationship to other forms of volunteering in a broadly descriptive manner – seeking to find out whether an individual is planning to, or has, engaged in other forms of volunteering or social action. In common with many other metrics, attribution will remain challenging and they do not necessarily explore whether the young person was already engaged in other activities or if their continued engagement is as a result of their current participation. Furthermore, and in the absence of more in-depth qualitative work, metrics may over-simplify the relationship and what initially appears to be a negative result may not actually be so. For example, sustained and intense forms of youth social action may mean that on completion of the programme, a young person may feel that they would benefit from a break from volunteering, but could re-engage at a stage later in their life. This is not necessarily a negative result, and the wider context of their engagement needs to be understood as part of this. A further area for development appears to be those metrics which examine the likelihood to get engaged in future volunteering and social action – indeed, those that seek to explore the factors that are likely to push someone towards the activity, rather than simply asking them if they are likely to, something that is always at risk of positive reporting.

#### *Job prospects, employment and employability*

In the context of high youth unemployment, there has been considerable policy interest in approaches that could address this societal and economic challenge.

---

<sup>4</sup> See for example, Helliwell, J, Layard, R. and Sachs, J. (2013) World Happiness Report, Sustainable Development Solutions Networks: New York City

Volunteering – and more recently youth social action – has been seen as one way in which to enhance young people’s employability. While evidence of the direct link between volunteering and employment remains limited and the connection is complicated, there is general consensus that it can contribute to the development of new skills, confidence, and experience, moving young people *towards* the labour market. This is reflected in the wide range of metrics and outcome measures identified in this review that have a direct or indirect focus on employability. These range from tracking of progression towards and into employment – which can be self-attributed to the young person’s volunteering – to the development of attributes that are considered to be beneficial for entry into the labour market (e.g. grit, self-confidence). Both approaches are applicable to the evaluation of the Asda Active Sports Leaders programme. Furthermore, because progression to employment is not immediate, efforts should be made to track change and progress over time.

Finally, it is useful to examine the metrics in relation to a key and defining feature of the Asda Active Sports Leaders programme – youth leadership. This appears to be generating considerable interest as a concept in youth participation, being a central element of current definitions of youth social action (i.e. in terms of the activity being youth-led). Certain metrics identify this directly (e.g. levels of confidence in terms of being a leader in a team, most specifically in relation to the evaluation of National Citizen Service), whilst others explore the factors that can contribute towards involvement in leadership, indirectly (e.g. self-confidence). These will be useful in tracking progress in leadership as part of the Asda Active Sports Leaders programme. However, it remains unclear whether engagement in a leadership role is an output of a programme and the end point in itself, or a stepping stone for the young person to achieve further impact (e.g. even greater confidence, social change, employment). There is, therefore, potential scope for the development of a more nuanced metric around young people’s engagement in leadership, and what this contributes to in the longer term.

## Appendix A. Summary of youth sport volunteering programmes

Organisation	Programmes	Aims	Evaluation
StreetGames	The Co-operative StreetGames Volunteers	<ul style="list-style-type: none"> <li>- Network of sport and volunteering opportunities in disadvantaged areas which aims to empower young people to take part in and lead sport initiatives</li> <li>- Aimed at 16 – 25 year olds. Activities include running local sport sessions, learn to coach and youth-led activities</li> <li>- Awards and qualifications offered in sports coaching</li> </ul>	<p><b>The Impact of CSYV programme – evaluation report for year six, 2012 – 2013 (2014)</b></p> <p><a href="http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20eval%20report%202014.pdf">http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20eval%20report%202014.pdf</a></p> <ul style="list-style-type: none"> <li>- 2744 new volunteers who attended 1,200 training sessions and gained 290 NGB qualifications</li> <li>- Highlights importance of links with teachers and other adults who hold positive attitudes and model positive social behaviour,</li> <li>- Impacts for volunteers included development of organisational and interpersonal skills (communication, problem solving, negotiaton) and a broad range of experiences</li> <li>- Positive experiences and achievements increased confidence</li> <li>- Created positive associations which promoted continuation in volunteering</li> <li>- <i>'The impact of volunteering gets stronger if the young volunteer remains in volunteering for a long time and has a wide range of volunteering opps'</i></li> <li>- Impacts on the local community include increase in local capacity in areas with lack of sporting opps and infrastructure</li> <li>- Improved health amongst vols and people they support</li> <li>- Bringing people from different communities together</li> <li>- Reduction in anti-social behaviour and crime – volunteering opps instils respect for communities (clear ground rules,</li> </ul>

			<p>shared goals, positive role models), sense of belonging and pride in the community</p> <p><b>The Co-operative StreetGames Young Volunteers Programme and Role Models (2012)</b>  <a href="http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20role%20models_0.pdf">http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20role%20models_0.pdf</a></p> <ul style="list-style-type: none"> <li>- Highlights importance of project managers and coaches as role models. Particularly important was the mentoring role and motivating young people</li> <li>- Coaches help young people develop into coaches, support yp to recognise and practice good behaviour; nominate for volunteering awards; encourage yp to lead sessions</li> <li>- Role model young volunteers dispel myths and stereotypes about girls/boys and sport and 'play an active role in encouraging others to get involved in sport as participants and volunteers'</li> <li>- Impacts on role model volunteers include satisfaction and pride; strong sense of responsibility and pride; more confident</li> </ul>
Sport England, The Youth Sport Trust, Sports Leaders UK	Step into Sport Young Volunteers Programme	<p>Aimed to increase the potential for young people to participate in volunteering and leadership training in sports</p> <p>Central part was a clear pathway of progression for young people</p>	<p><b>Evaluation of the Step into Sport Young Volunteers Programme</b>  <a href="http://www.lboro.ac.uk/microsites/ssehs/youth-sport/research/young-people-school-based/step-into-sport-volunteering.html">http://www.lboro.ac.uk/microsites/ssehs/youth-sport/research/young-people-school-based/step-into-sport-volunteering.html</a></p> <p>Three phases of research including large scale surveys of young people and interviews to explore the experiences and impact of the Step into Sport residential camp on participants, their</p>

			<p>schools and local sports clubs. The first phase involved surveys with pupils including those participating in the Junior Sports Leader Award, Community Sports Leader Award and community volunteering.</p> <p>Findings from Bradbury, S and Kay, T (2005) <b>evaluation of the pupil centred stages of phase one of the Step into Sport project</b> (2005) include:</p> <ul style="list-style-type: none"> <li>- Motivations to get involved included wanting to improve key 'personal development skills' and the opportunity for 'professional development'</li> <li>- Pupils reported an increase in skills and confidence, <i>'between two-thirds and three-quarters of community volunteer respondents reported improved personal development skills such as 'communication skills' (68.8%), 'leadership skills' (70.5%) and 'increased confidence' (74.5%) as a result of participation in Community Volunteering'</i></li> <li>- Also important was how participation encouraged them to think about health and fitness, volunteering in sports and greater understanding of other groups of people</li> <li>- The evaluation found that Step into Sport's ability to empower pupils with key life skills 'had contributed towards increased motivation to undertake other sports leadership/programmes and to practice voluntarism in local sporting and non-sporting community settings'</li> <li>- However, the evaluation found that the capacity of Step into Sport to attract pupils from a broad range of demographic backgrounds had been uneven with</li> </ul>
--	--	--	---

			underrepresentation of BME pupils
Youth Sport Trust	Young Volunteers and School Workforce as Coaches	Aims to help young people make informed decisions about which role to take up in sport and provide training and support	Evaluation Young Volunteers and School Workforce as Coaches (CFE Research). More info: <a href="http://cfe.org.uk/our-work/evaluation-of-young-volunteers-and-school-workforce-as-coaches">http://cfe.org.uk/our-work/evaluation-of-young-volunteers-and-school-workforce-as-coaches</a>
	Step into Sport Camps	Aims to develop young people as confident leaders and positive role models. The teams of young people will then plan a regional event for other young disabled leaders and leaders who want to work with disabled young people in sport	Evaluation looked at overall effectiveness and impact including motivation and effect of volunteering on volunteers and coaches,
	Young ambassadors	Aims to develop young leaders and volunteers through being an ambassador for PE and school sport.	
	Step into Sport Volunteer Passport	Supports schools to develop and deploy young people in volunteering roles  Currently over 16,000 active placements provides an online system for volunteers to log their volunteering hrs and experiences (650,000	



		volunteers since 2007) They then receive certificates and awards for hrs	
BskyB, V inspired and Youth Sports Trust	Living for Sport Volunteering Project	To get 16 to 18 year olds involved in school and community initiatives as volunteers, in particular those disengaged from school, PE or sports	<p><b>Evaluation of the Living for Sport Volunteering Project (2008 – 2009)</b></p> <p><a href="http://www.lboro.ac.uk/microsites/ssehs/youth-sport/research/young-people-school-based/living-for-sport-volunteering.html">http://www.lboro.ac.uk/microsites/ssehs/youth-sport/research/young-people-school-based/living-for-sport-volunteering.html</a></p> <ul style="list-style-type: none"> <li>- Participants attend inspiration days with an athlete mentor and the go back to school where they work with a teacher mentor to find suitable volunteering opps.</li> <li>- Evaluation looks at impact on schools and participants</li> </ul>
Sports Leaders UK	Energy Club programme	Aims to increase children’s physical activity levels and knowledge of healthy lifestyles	<p><b>Sports Leaders UK Energy Club Evaluation, 2013 (SPEAR)</b></p> <p><a href="http://www.canterbury.ac.uk/Research/Centres/SPEAR/ResearchProjects/PhysicalEducation/UK-Energy-Club.aspx">http://www.canterbury.ac.uk/Research/Centres/SPEAR/ResearchProjects/PhysicalEducation/UK-Energy-Club.aspx</a></p> <p>Reported impacts on volunteers include:</p> <ul style="list-style-type: none"> <li>• Increase in competence to deliver activity to children</li> <li>• Enhanced coaching skills</li> <li>• Increase in confidence, self-esteem and social skills</li> <li>• Volunteers thought children’s activity levels increased</li> <li>• Clubs provided a safe space to play and be active</li> </ul>
			<a href="http://www.nhs.uk/change4life/Documents/PDF/Change4Life%20Sports%20Clubs%20evaluation%20summary%202012-13.pdf">http://www.nhs.uk/change4life/Documents/PDF/Change4Life%20Sports%20Clubs%20evaluation%20summary%202012-13.pdf</a>

## References

- Arches J. and J. Fleming (2006), *Young people and social action: youth participation in the United Kingdom and the United States*, New Directions for Youth Development, 111, pp. 81-90
- Birdwell, J. Birnie, R., and Mehan, R (2013) *The State of the Service Nation: Youth Social Action in the UK*, Demos, [http://www.demos.co.uk/files/Youth\\_Social\\_Action\\_in\\_the\\_UK\\_-\\_ver\\_3.pdf?1373620410](http://www.demos.co.uk/files/Youth_Social_Action_in_the_UK_-_ver_3.pdf?1373620410) (accessed 24.10.14)
- Booth, C., Cameron, D., Cumming, L., Gilby, N., Hale, C., Hoolahan, F. and Shah, J. (2014) *National Citizen Service 2013 evaluation: main report* Ipsos Mori Social Research Institute: London <https://www.ipsos-mori.com/Assets/Docs/Publications/SRI-National-Citizen-Service-2013-evaluation-main-report-August2014.PDF>
- Bradbury, S. and Kay, T. (2005) *Evaluation of the pupil centred stages of phase one of the Step into Sport project*, Loughborough: Institute of Youth Sport
- CBI (2012) *First steps: a new approach for our schools* CBI: London [http://www.cbi.org.uk/media/1845483/cbi\\_education\\_report\\_191112.pdf](http://www.cbi.org.uk/media/1845483/cbi_education_report_191112.pdf)
- Conner, J.O., and Strobel, K. (2007) Leadership Development: An examination of individual and programmatic growth, *Journal of Adolescent Research* 22, p 275.
- Davis-Smith, J (1998) *The 1997 National Survey of Volunteering*, London: National Centre for Volunteering
- Diener, E., Emmons, R., Larsen, J., & Griffin, S. (1985) 'The satisfaction with life scale' *Journal of Personality Assessment*, 49(1), 71-75 <http://www.tbims.org/combi/swls/swlsrat.html>
- Dobosz, R.P., & Beaty, L.A. (1999). The relationship between athletic participation and high school students' leadership ability. *Adolescence*, 34(133), 215-220.
- Drever, E (2010) *2008-2009 Citizenship Survey: Volunteering and Charitable Giving Topic Guide*, London: CLG
- Duckworth, A., and Quinn, P. (2009) 'Development and validation of the Short Grit Scale (Grit-S)' *Journal of Personality Assessment*, 91,166-174
- Ellis, A. (2004) *Generation V: Young people speak out on volunteering*, London: Institute for Volunteering Research.
- Ellis Paine A. Hill, M. and Rochester, C. (2010), 'A rose by any other name...' Institute for Volunteering Research: London

Gaskin, K, Vlaeminke, M Fenton, N (1996) *Young people's attitudes to the voluntary sector: A report for the Commission on the Future of the Voluntary Sector*

Generation Change (2013) Scoping a common metric for young people participating in the social action trials, Generation Change

GHK Consulting Ltd (2006). *Evaluation of Young Volunteer Challenge Pilot Programme*, London: DfES.

Gutman, L.M, and Schoon, I (2013) The impact of non-cognitive skills on outcomes for young people, Cabinet Office, [http://educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive\\_skills\\_Exec\\_summary.pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/Non-cognitive_skills_Exec_summary.pdf) (accessed 29.9.14)

Helliwell, J, Layard, R. and Sachs, J. (2013) *World Happiness Report*, Sustainable Development Solutions Networks: New York City

Hill, M and J. Russell with G. Brewis, (2009), *Young people, volunteering and youth projects; a rapid review of recent evidence*, Nat Cen, Institute for Volunteering Research, Public Zone, TSRC

Hirst, A. (2001) *Links between Volunteering and Employability*, Nottingham: Department for Education and Skills.

Hutin, M. (2008) Young people helping out: volunteering and giving among young people, [http://www.ivr.org.uk/images/stories/Institute-of-Volunteering-Research/Migrated-Resources/Documents/Y/young\\_people.pdf](http://www.ivr.org.uk/images/stories/Institute-of-Volunteering-Research/Migrated-Resources/Documents/Y/young_people.pdf) (accessed 27.1.0.14)

IVR (2004) *Volunteering for All? Exploring the link between volunteering and social exclusion*, Institute for Volunteering Research

IVR (2010) *Volunteering impact assessment toolkit* NCVO: London <https://www.ncvo.org.uk/component/redshop/1-publications/P78-volunteering-impact-assessment-toolkit>

Jessimen, P. and Drever, E. (2010) *Youth of today evaluation - technical report* Department for Education: London

Join in (2014) *Hidden Diamonds: uncovering the true value of sports volunteers*, Join in, available from <http://www.joininuk.org/hidden-diamonds-true-value-of-sport-volunteers> (accessed 27.10.14)

Kahn, L, Hewes, S., and Ali, R. (2009) *Taking the lead: youth leadership in theory and practice*, The Young Foundation, <http://youngfoundation.org/publications/taking-the-lead-youth-leadership-in-theory-and-practice/> (accessed 10.10.14)

Kail, A., Plimmer, D., Ni Ogain, E., Harries, E. and Coops, J. (2014) *The journey to employment framework* NPC: London <http://www.thinknpc.org/publications/the-journey-to-employment/>

Kay, Tess and Bradbury, S. (2009) 'Youth sport volunteering: developing social capital?' *Sport, Education and Society*, 14: 1, 121 — 140

Low, N., Butt, S., Ellis Paine, A. and Davis Smith, J. (2007) [\*Helping Out: A national survey of volunteering and charitable giving\*](#), London: Cabinet Office.

Lyubomirsky, S. *Subjective happiness scale*  
<http://www.ppc.sas.upenn.edu/subjectivehappinessscale.pdf>

Machin, J (2005) *Volunteering in the Media: A review of the literature*, IVR

McNeil, B., Reeder, N. and Rich, J. (2012) *A framework of outcomes for young people*  
The Young Foundation: London  
<http://youngfoundation.org/wp-content/uploads/2012/10/Framework-of-outcomes-for-young-people-July-2012.pdf>

Morsillo J. and I. Prilleltensky (2007), *Social Action with Youth: interventions, evaluation and psychopolitical validity*, *Journal of Community Psychology*, 35, pp. 725-740.

The National Youth Agency (2008) *Young People's Volunteering and Skills Development*,  
Department for Education and Skills,  
<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RW103.pdf> (accessed 5.11.14)

NatCen, OPM and NPC (2013) *Evaluation of National Citizen Service: findings from the evaluations of the 2012 summer and autumn NCS programmes* NatCen: London  
[http://www.natcen.ac.uk/media/205475/ncs\\_evaluation\\_report\\_2012\\_combined.pdf](http://www.natcen.ac.uk/media/205475/ncs_evaluation_report_2012_combined.pdf)

NPC (2013) *Well-being measure* NPC: London <http://www.well-beingmeasure.com/about>

ONS (2014) *Harmonised concepts and questions for social data sources. Interim harmonised standard. Personal well-being* ONS: London

Rosenberg, M. (1965) *Society and the adolescent self-image* Princeton: Princeton University Press  
[http://www.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self\\_Measures\\_for\\_Self-Esteem\\_ROSENBERG\\_SELF-ESTEEM.pdf](http://www.fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_ROSENBERG_SELF-ESTEEM.pdf)

Sporting Equals (undated) *Black and Minority Ethnic Communities Toolkit in Sports Volunteering*; [http://www.sportingequals.org.uk/PICS/V\\_Toolkit.pdf](http://www.sportingequals.org.uk/PICS/V_Toolkit.pdf) (accessed 6.11.14)

Sport England, 2007, *Active People Survey 2005/6* in Sporting Equals (undated), *Black and Minority Ethnic Volunteering for Communities in Sport*, Sporting Equals  
[http://www.sportingequals.org.uk/PICS/VFC\\_Report.pdf](http://www.sportingequals.org.uk/PICS/VFC_Report.pdf) (accessed 6.11.14)

StreetGames (2012) *The Co-operative StreetGames Young Volunteers Programme and Role Model*, StreetGames

[http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20role%20models\\_0.pdf](http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20role%20models_0.pdf) (accessed 7.10.14)

StreetGames (2014) *The Impact of CSYV programme – evaluation report for year six, 2012 – 2013*, available from

<http://www.streetgames.org/www/sites/default/files/streetgames%20briefing%20paper%20-%20eval%20report%202014.pdf> (accessed 7.10.14)

Taylor, P, Nicolls, G, Holmes, K, James, M., Gratton, C., Garrett, R., Kokolakis, T., Mulder, C., King.L. (2003) *Sports Volunteering in England*, Sport England,

<https://www.sportengland.org/media/40043/valuing-volunteering-in-sport-in-england-final-report.pdf> (accessed 1.10.14)

Taylor, J (2012) *The impact of sports leadership training and engagement on youth development*, EASM Conference, Aalborg, September 2012, available from

<http://easm.net/download/2012/fea6d6fc294c5077bdc8ed0f99ce473a.pdf>

v (2008) *Youth Volunteering: Attitudes and perceptions*, London: v

Wagnild, G. and Young, H. (1993) *The resilience scale*

<http://www.resiliencescale.com/index.html>

Young Foundation and IVR (2013) *Scoping a quality framework for youth social action*  
Cabinet Office: London

<http://youngfoundation.org/publications/scoping-a-quality-framework-for-youth-social-action/>

Youth Action Network and Centre for Social Action, De Montfort University (2009), *Exploring the Impact of Youth Action Volunteering in England*, Report of Project Re-Action