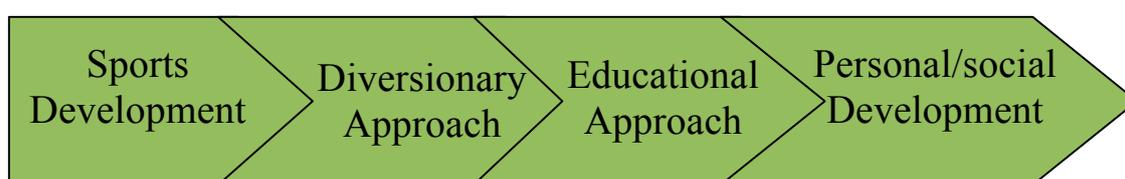


Section 3 A Typology of Approaches to Angling and Young People

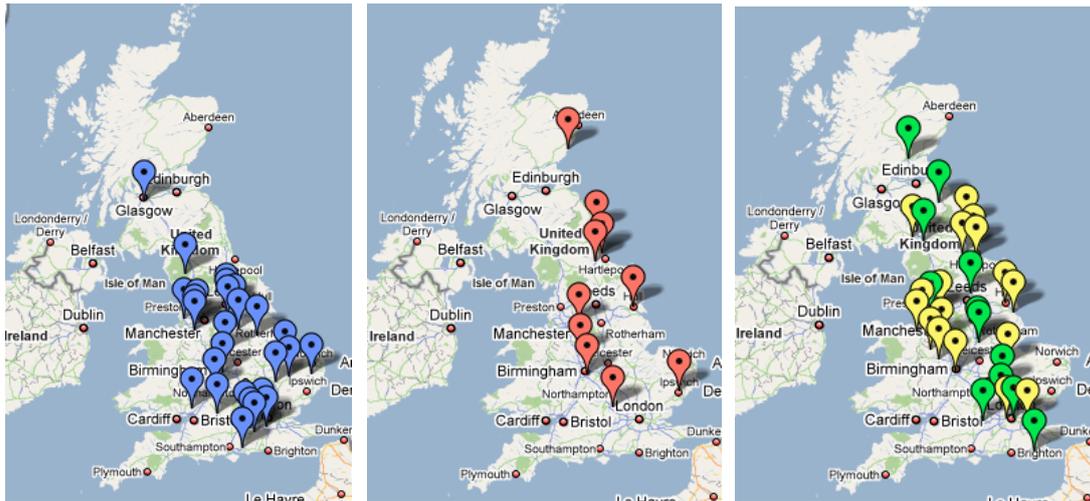
The rationale behind engaging young people in angling inevitably shapes the style of delivery and consequent outcomes. Just as angling practice is itself diverse, so too are the styles of engagement currently being employed. Understanding this relationship will enable greater tailoring of support to those institutions seeking particular outcomes. As a working model, the approaches to angling intervention have been categorised into four broad categories. These serve as theoretical markers to delineate where projects and organisation are concentrating their efforts. It is important to note however that these categories are not mutually exclusive and many projects employ elements of each throughout their sessions.

The following table identifies the strategic leads, delivery organisations/key partners and particular characteristics of the four approaches.



DCMS/ Sport England	Home Office, Police/Youth justice system	DCSF Alternative education/extended schools Youth Task Force	DCSF 10 Year Youth Strategy
Angling Clubs and ADB/AT	Police, Fire service, YOT, Councils.	Schools, Colleges, angling projects	GHOFF and some angling projects
Progression and development via matches, clubs and training. Structured events. Involvement of coaches.	Temporary, activity sessions. Often targeted to specific 'hot spot' areas and young people. Aim is temporary diversion but often with a belief activity could be taken up beyond the session.	Attainment of qualifications. Re-engagement with learning. Aim to improve truancy and keep young people from exclusion. Recognise and award personal and social development. (ASDAN) Gateways to further learning or employment	Personal and social development. Use and development of peer mentors. Focus on social skills, responsibility, and confidence. Gateways to employment, training, further development.

We have looked at a range of projects and interventions that encompass the breath of these approaches. Although by no means comprehensive, the maps below indicate where we have identified projects that 'fit' these different 'types'. As the diversionary approach now tends to shape commissioning and justification of activities rather than projects themselves, a map has not been compiled for this group. While the potential for delivery crossover makes the mapping of projects somewhat imprecise, this preliminary step has already begun to show a limited range of coverage in the South West of England.



Map of groups offering the sport development approach; educational approach; and personal-social development approach where yellow is GHOF and green are other intervention projects.

3.1 The sports development approach

Sport England’s 2008-2011 strategy is focused on creating a ‘world-leading community sport system’ that will meet government sport participation targets for 2011.³⁸ This will be achieved through a commitment to three outcomes.

- *Grow* – increase the number of people taking part in quality sporting activity
- *Sustain*- maintain the numbers of people engaging in sport through greater satisfaction.
- *Excel*- improve opportunities for talented people to progress to elite levels.

Angling, is one of 46 sports commissioned to deliver the Sport England outcomes. This will be met through the Angling Development Board’s (ADB) *Whole Sport Plan. 2009-2013* (WSP)³⁹ and will impact on the ways in which angling engages young people.

The WSP outcomes for 2013 are:

Grow	<ul style="list-style-type: none"> ○ Increasing junior club membership to 10,000. ○ 500 more opportunities for young people aged 11-19 to engage in volunteering, leadership or mentoring programmes
Sustain	<ul style="list-style-type: none"> ○ 160 clubs achieving Clubmark ○ Increasing the number of coaches by 1,000.
Excel	<ul style="list-style-type: none"> ○ Increasing the talent pool to 10,000 and developing the infrastructure to identify and develop talented young people.

These outcomes are to be achieved through the Angling and Young People Programme (AYPP) that will develop a School Club Link Programme where clubs offer schools extra-curricular coaching sessions and the opportunity for interested young people to continue on in the club's junior section. The School Club Link Programme therefore forms an important part of the ‘grow’ and ‘sustain’ strategy.

³⁸ In particular the 5 hour a week offer of physical activity for children

³⁹ ADB (2008) *The Angling Whole Sport Plan. 2009-2013*.

Quality angling engagement will be maintained through Clubmark, which is awarded to those clubs meeting the standards for facilities and good practice when working with children and young people.⁴⁰ The ADB has also been working to standardise coaching qualifications into a single UK Coaching Certificate (UKCC) endorsed scheme and has produced child protection policies and procedures for anyone working with children and young people in angling.

The delivery of the WSP will be assisted by the newly appointed ADB regional officers who will work to improve angling sports development at a regional level by assisting clubs to gain Clubmark; identifying opportunities for club funding; improving club links with schools; and creating more opportunities to train as an angling coach. Where links between clubs and community programmes such as GHOF are encouraged, they are principally identified as a means of providing some of the most marginalised young people with suitable exit routes into clubs and/or encouraging voluntary and leadership opportunities in angling.⁴¹

Worksop and District Angling Association: the sport development approach in practice.

Worksop and DAA has a long history of engaging young anglers and provides cadet (10-13⁴²), junior (13-16) and intermediary (16-19) level sections. Young people can join for free at any stage and follow a skills development path tailored to their needs. While the club clearly seeks to develop young people's angling skills, they have a relaxed attitude and are careful not to push their cadets or threaten expulsion for untidy boxes or inconsistent attendance. The section managers believe attendance becomes more regular however because the club offers what young people want:

- classroom and bankside sessions that focus on developing angling skills and techniques,
- regular local matches throughout the holidays,
- the opportunity to progress from cadet through to adult level,
- the opportunity to compete as part of a team in national competitions.

The club works closely with the local schools to promote sections, events and matches, and provides advice and coaching to school angling teams⁴³. The most notable success to emerge from Worksop and DAA is Matt Godfrey, three times under 18 coarse fishing world champion. He joined Worksop as a cadet when he was 8 years old and progressed through the levels, winning his first individual title for the English team aged 14.

The section managers are keen to stress however that the angling club offers more than just angling skills development. In particular they claim to:

- Provide a diversionary activity in an area where there are perceived to be

⁴⁰ Clubmark then serves as a form of quality assurance for parents or those wishing to support or work in partnership with clubs

⁴¹ The ADB currently offer OCN Introduction to Angling and The Environment aimed at 11-14s, and Coaching Level 1 for 16yrs and over. Recognising the 14-16 gap, the ADB is working to develop an Angling Leaders Award to address this.

⁴² Although exception can usually made to accommodate children from 8 yrs and upwards.

⁴³ Notably Valley School which won this year's Angling Trust Daiwa Schools National Championships, beating 29 teams.

- limited provisions for young people.
- Facilitate opportunities for parents to meet and talk with other parents and spend some quality time with their children by encouraging them to attend bankside sessions as additional supervisors⁴⁴.
- Develop young people's social skills through teamwork:

'We try and teach them life skills as a team member so they can communicate better with different levels of ability. The children that come to me some of them are complete novices like these. Some of them are quite skilful because they've been fishing with their dads and granddads for X amount of years. So with different levels of ability we have to tailor it to the individual but we try and get them to fish as a squad - as a unit of members. They're improving their communication skills.'

The Scope of the Sports Development Approach

The development of safe accessible angling clubs for young people clearly contributes to the drive towards offering young people 'places to go' and 'things to do'. However our initial work suggests potential limits in the ability of a sports development approach to facilitate more personal and social developmental outcomes for young people.

The characteristics of the sport development approach as set out in Substance's report on Positive Futures *Knowing the Score*⁴⁵ describe it as:

- Belief in sport for sport's sake,
- Activity driven
- Focused on development of mass participation⁴⁶
- Highly structured and standardised
- 'Expert' driven
- Fixed-term national/regional programmes
- Institutional

Studies have questioned the ability of a narrowly defined sports development approach to deliver wider social and community benefits.⁴⁷ In reference to vulnerable young people the win-lose dynamic, or 'performance-orientated culture', can be potentially demotivating or detrimental to those with an already fragile confidence.⁴⁸ For more developmental outcomes and for work with more vulnerable young people sport can be utilised as a means of engagement rather than perceiving it to have a particular developmental quality in itself.⁴⁹ Projects adopting this approach seek to address personal and social development rather than focusing on the development of young people to excel at a particular discipline.

⁴⁴ See Weller, S & Bruegel, I (2009) who highlights how young people themselves can serve to establish social networks that allow for the embedding of parents within communities.

⁴⁵ Crabbe, T (2006) *Knowing the Score. Positive Futures case Study Research: Final Report*. Manchester: Substance

⁴⁶ Angling 'taster days' exemplify this.

⁴⁷ For example Lawson, HA (2005) 'Empowering People, Facilitating Community Development, and Contributing to Sustainable Development: the Social Work of Sport, Exercise, and Physical Education Programs'. *Sport, Education, and Society*, 10 (1), 135-160.

⁴⁸ Larson cites the works of Roberts and colleagues here to explain how the focus on winning can create an atmosphere in which talent is seen as an innate endowment. Critique of performance therefore has the potential to be demotivating because it is interpreted as a sign of an innate skill deficiency. Larson 2000: 179.

⁴⁹ Crabbe, T (2006a):32.

While angling clubs such as Worksop already recognise they are having a broader impact, there is still great potential for angling bodies more widely to recognise and address a range of young people's needs. This could involve supporting angling clubs to engage young people in conservation activities, or increase outreach and/or educational work that goes well beyond what is offered through a narrowly focused sports development approach.

What might an angling club run by young people look like?

Staffordshire Youth Anglers (SYA) was set up as a club by a group of young people and their parents after they found no local angling club met their needs. A key priority for them was to form a social group that enjoyed angling and wanted to continue it as a form of recreation, but were not interested in matches or taking a more serious skills development attitude. Under young people's steering the club has flourished to offer social events including bowling, as well as fund raising for local charities and the development of an environmental pond for pond dipping. They invite speaker's, work on projects such as building bat boxes, raise funds to visit fisheries or angling events, and function primarily as a social club built around a shared interest in fishing.

The ADB's definition of a club is admirably extremely wide, recognising everything from informal gatherings of anglers to more structured water owning groups. However, care needs to be taken in development work to avoid too narrow a focus on sports development that might exclude approaches such as that taken by the SYA. In addition, greater clarity may be needed for those delivering a range of more 'developmental' work as to where they may 'fit' within the WSP and the development of the School-Club Link Programmes.

It is important to align the full range of desired outcomes from angling for young people with appropriate approaches and recognise potential strengths and weaknesses.

In 2009 Sport Scotland funded a Business Development Manager for the Angling Development Board of Scotland (ADBoS), which is a partnership body that brings together the main angling governing bodies in Scotland. The Business Development Manager will be responsible for implementing an angling development strategy based around: development of coaches to UKCC standard Level 2; establishment of a series of approved delivery centres based around existing angling facilities; implementation of a club angling programme to be rolled out by the coaches. The club angling programme will seek to engage local communities in a variety of ways depending on local opportunities and priorities. Alongside more traditional sport development – such as creating 'player pathways', there will also be workforce development, grass roots development initiatives, education and social inclusion work such as anti-bullying, crime and anti-social behaviour reduction.

We will be monitoring the developments of ADBoS over the coming year to explore further how their approach will take shape in practice.

Many funders have supported taster days in angling which are characterised by time limited sessions which enable engagement with as many young people as possible⁵⁰. They tend to be short term in that they last only for the day or over a limited number of weeks, usually during the school holidays. Coordinators, coaches and event

⁵⁰ Usually round 20 minutes long but we have witnessed 1 hour long sessions also.

commissioners at times give very different reasons for putting on these events. Justification has included:

- Providing a fun, diversionary activity for local children and families.
- 'Boosting numbers' for evaluation and monitoring purposes.
- Increasing the visibility of an organisation.
- Providing opportunities to work with peer mentors.
- Encouraging more young people to take up angling.

Clearly 'taster days' can serve a variety of positive purposes. However we have some doubt over the ability of taster days to affect long term angling engagement when they are not accompanied by wider signposting of suitable exit routes to junior clubs or accessible waters⁵¹. Recognising these potential limitations, some funders (including one EA region) have turned to commissioning and supporting angling venue development and sessions that focus on longer, quality engagement rather than mass participation. This approach is justified with reference to the view that regular sustained participation is more likely to result in young people's long terms uptake of angling.

3.2 The diversionary approach.

Policy emphasis on the provision of activities for young people has been particularly shaped by the Youth Taskforce's perspective that if young people are engaged in positive activities they are not involved in crime. As a result a key focus has been on making activities available:

- **where they are most needed:** targetting areas of anti-social behaviour, with the police and Youth Taskforce data on crime hotspots influencing the commissioning of activities.⁵²
- **when they are most needed:** in particular during the holidays and on Friday and Saturday nights.⁵³

On the ground, youth offending teams and youth inclusion workers go on to stress that while part of their role is to introduce young people to new activities that will give them the same 'buzz' as they get from anti-social behaviour, successful diversion requires **activities that are easily accessible**.

'It's very important when we look at leisure time and constructive use of leisure time for young people, that we don't provide them with something that they could not access without support from ourselves. That would be like setting them up to fail, because as soon as the services withdraw, the young people can no longer access it because of funding or lack of support.'⁵⁴

Going beyond the diversionary approach.

The Positive Activities for Young People (PAYP) programme was launched in 2003 primarily to fund diversionary activities for 8-19 year old considered 'at risk' of engaging in crime or anti-social behaviour. Initially focused on offering summer programmes, engagement tended to involve large numbers of young people, over short and infrequent periods of time.⁵⁵ However the 2009 PAYP review *Creating a*

⁵¹ Accessible here includes a need to look at cost, transportation and how welcoming clubs or fisheries are to young people.

⁵² See Home Office (2009) *Youth Crime Action Plan: 1 year on*.

⁵³ See DCSF (2009) *Positive Activities for Young People: extending Friday and Saturday Night Provisions* and Substance report for the DCFS Crabbe, T (2009b).

⁵⁴ From interview with youth inclusion worker.

⁵⁵ Crabbe, T (2009b):22.

Sense of Belonging marks a shift in approach by emphasising the importance of **sustained participation** and a developmental agenda that recognises the value of positive activities in helping the most marginalised young people overcome a distrust of adults and authority. The provision of positive activities is therefore seen to go beyond diversionary recreation to facilitating other outcomes such as the development of a sense of inclusion and belonging for young people in their communities.

Similarly, the police have begun to look beyond the diversionary approach to early intervention and the recognition of how positive activities might help in **rebuilding police-community relationships**.⁵⁶

The BAIT Project (Bestwood Angling Interest Team)⁵⁷ was set up in 2005 by Police beat manager Gary Poyser in response to high levels of young people engaging in anti-social behaviour on the Bestwood estate, Nottingham. Having found very little on offer in the area, the intention was to provide young people with an appealing activity that would also allow Gary to talk to young people, get to know them, find out what was going on in the estate and signpost them to any other people, services or positive activities they might need. Ultimately this would be a means of early intervention to steer young people away from anti-social behaviour and crime.

Gary soon found however that having young people engaged and attending the club provided the opportunity to establish a relationship between the police and young people in the community. This has enabled Gary to address misconceptions about the police force, discuss drug use and anti-social behaviour and create channels for communication that allows both the police and young people to get a better understanding of each other. Working in communities where there are local anti-police feelings is nonetheless challenging, but through the BAIT Project and angling fun days that engage whole families, Gary believes he is breaking down some of the barriers that exist.

While the previous examples show a growing recognition of the value of engagement beyond a purely diversionary approach, we have found that amongst funders, commissioners, partners and the public, there is a residual view of angling as an activity whose primary goal is to keep young people occupied and away from crime.⁵⁸ As a consequence many angling organisations continue to use the diversionary approach to justify what they do even though they deliver positive outcomes well beyond this.

There is nonetheless a growing body of literature that critiques over simplified claims that make a link between the provision of sporting activities and the reduction of crime.⁵⁹ Substance research on Positive Futures⁶⁰ explains:

⁵⁶ *The Positive Activities for Young People: extending Friday and Saturday Night Provisions* (2009) report recognises that the use of police officers as coaches or support workers in the provision of activities can be a good way of improving police community relations, although it does raise concern over the role of police to deliver such activities alone as sees their role more in commissioning.

⁵⁷ <http://www.bait-project.co.uk/activities.php>

⁵⁸ This has been observed and recorded in numerous interviews when asking people what they believe the key benefit of angling activities or projects to be.

⁵⁹ Smith, A (2004) 'Using Sport in the Community Schemes to tackle Crime and Drug use among young people: some policy issues and problems. In *European Physical Education Review*. Vol 10: 3 Ruiz, J (2004) *A Literature Review of the Evidence base for Culture, the Arts and Sport Policy*. Report for the Scottish Executive Education Department. France,

'it is not possible to make direct connections between the impact of sports based social interventions such as PF [Positive Futures] and reductions in crime or substance misuse precisely because so many *other* factors are at play than the young people themselves'.⁶¹

Trying to 'prove' the value of angling engagement in reference to direct claims to crime reduction is not therefore the most productive strategy.

What is needed is a cultural shift that recognises angling's contribution beyond diversion. This means a shift from the use of crime reduction statistics, or numbers of young people engaged, as evidence for the success or failure of projects working with young people. Angling, as delivered by angling intervention schemes, has the potential to go well beyond just keeping young people occupied for a few hours a day. This can only be achieved when funding provisions allow for longer term engagement, and a focus on monitoring and evaluation that asks for quality rather than quantity.

3.3 The Educational Approach.

The educational approach covers an extremely complex array of practices from the use of angling as part of reward days to its deployment as part of alternative education provisions. The following therefore sets out only a preliminary guide with the proviso that the impact of such an approach will be something researched in more depth over the coming year.

3.3.1 Curriculum Engagement.

The success and popularity of programs such as Salmon/Trout in the Classroom⁶² testify to the important way in which angling and its relationship to the wider environment can play a role in classroom learning. The Scottish *Curriculum for Excellence* in particular emphasises environmental learning as a key subject area, and promotes interdisciplinary learning that cuts across subject boundaries so that students can make connections across different areas. Angling projects already delivering fishing programs in educational settings stress that learning about angling can involve basic maths and English skills, biology, physics, environmental science, history and citizenship. Where these are delivered in a coherent, engaging format, young people have the potential to learn not only basic educational skills but can also develop a deeper understanding of angling's relationship with the environment.

3.3.2 Outdoor, green and informal learning.

There has been growing recognition of the value of learning outside of the classroom⁶³. Both the National Curriculum, and more explicitly Scotland's Curriculum for Excellence, incorporates an emphasis on learning outside as part of its guidelines

A; Sutton, L; Sanda; A & Waring, A (2007) NYA Report *Making a Positive Contribution: the Implications for Youth work of Every Child Matters*.

⁶⁰ Positive Futures is a leading example of how a developmental approach can be successfully used to engage some of the most hard to reach young people across the country.

⁶¹ Crabbe, T. (2006a) p50.

⁶² This involves supporting schools to hatch salmon/trout eggs, learn about their life cycle, before eventually releasing them into rivers. These 'In the Classroom' programmes are delivered across both England and Scotland, and supported by the Environment Agency, the Wild Trout Trust, Galloway Fisheries Trust, Scottish Natural Heritage, and many more local river trusts such as the Wandle Trust.

⁶³ See Learning Outside the Classroom www.lotc.org.uk and also the Institute for Outdoor Learning. www.outdoor-learning.org

for schools. Outdoor learning redirects attention away from a narrow concern with *what* young people learn to a greater emphasis on *how* they learn, in particular encouraging **experiential learning** through touch, smell, sound and movement. The Council for Learning Outside the Classroom claims children learn best through real life experiences.⁶⁴ In particular education outdoors provides the opportunity for children and young people to make sense of the world around them, building 'bridges between theory and reality' and improving their attitude to learning.⁶⁵

The opportunity for **informal learning** also facilitates personal and social development, potentially enabling young people to developing the ability to deal with uncertainty⁶⁶. For those with emotional and behavioural difficulties, research has highlighted how outdoor education has the **potential to improve educational gains**, reduce disaffection and decrease the risk of permanent exclusion,⁶⁷ while green play can positively impact on young people with Attention Deficit Disorder.⁶⁸

The LOtC manifesto claims that learning outside has the potential to **develop young people as active citizens and stewards of the environment**.⁶⁹ Indeed research seems to show that an emotional affinity to nature can be traced back to present and past experiences in the natural environment,⁷⁰ and for young people in particular learning in 'natural' environments are more appealing and impact on their desire to look after the environment.⁷¹

As providers of outdoor learning experiences, the potential for angling to contribute to quality outdoor, green engagement is vast. Two GHOF examples highlight what can be achieved.

GHOF Easington has been working with peer mentors drawn from Easington Community Science College to deliver environmental education days to children from the local primary schools. This has involved beach litter picking, rock pooling, fishing and will culminate in a collage drawing together everything they have learnt. These activities were provided for by peer mentor fundraising.

⁶⁴ <http://www.lotc.org.uk/Council-for-LOtC/CLotC-Overview>

⁶⁵ LOtC (2009) *Learning Outside the Classroom Manifesto*. p3

⁶⁶ LOtC (2009)

⁶⁷ Fox, P and Avramidis, E. (2003) An evaluation of an outdoor education programme for students with emotional and behavioural difficulties. In *Emotional and Behavioural Difficulties* 8 (4) 267–283.

⁶⁸ Taylor AF, Kuo FE and Sullivan WC (2001) 'Coping with ADD : the surprising connection to green play settings.' *Environment and Behaviour* 33 : 54-77

⁶⁹ LOtC (2009)

⁷⁰ Kals, E, Schumacher, D and Montada, L (1999) 'Emotional Affinity toward Nature as a Motivational Basis to Protect Nature'. *Environment and Behavior*, Vol. 31, No. 2

⁷¹ Ballantyne, R, Packer, J (2002) 'Nature-based Excursions: School Students' Perceptions of Learning in Natural Environments.' *International Research in Geographical and Environmental Education* 11 (3), pp. 218-236.

*GHO*F North East Lincolnshire have established a nature trail and pond dipping area around the council owned waters that they use in Immingham. This includes a series of 'interpretation boards' that detail the insect, bird and plant life in the area. Local schools are now using the site as a space for their own environmental lessons.



3.3.3 *Extended Schools.*

Some angling provisions are already being offered as part of extended schools activities, particularly as after school clubs. However there is the potential to develop this further in line with the push to increase extended schools activities by 2010. In particular angling can be incorporated into offers of BTEC or OCN course in out of school hours to re-engage young people with learning. The involvement of parents in extended school angling activities can also be shaped to develop closer parent-child bonds, provide parents with additional support, access to learning and/or the help transform what may be negative attitudes towards authority and education.

3.3.4 *Qualifications and recognising achievement*

Assisting young people to attain national qualifications at 16 and go on to further education, training and employment is an important step in meeting the ECM outcome 'Enjoy and Achieve' and 'Achieve Economic Wellbeing'. It is important to recognise however that the value of education is as much about the *process of learning* and not just the resulting 'qualification'. Many angling projects engaged in delivering qualifications consequently:

- Re-engage young people with learning by building confidence and recognising their individual needs.
- Combine education with the development of social skills and supportive relationships to help them succeed.
- Prepare young people for the transition to adulthood and employability by raising aspirations and signposting appropriate routes.

There are currently three main angling related qualifications on offer, all of which deliver far more than the attainment of 'certificates'.

i) OCN

National Open College Network (N-OCN) courses are nationally recognised accreditations. The range of angling related OCN being delivered varies greatly but the majority appears to be 10-20 week Introduction To Angling and the Environment verified through the ADB/AT.

CAST North West: re-engaging young people in learning.

CAST North West⁷² offers 38 week courses comprising of the new Step-Up OCN Progression awards.⁷³ This involves them delivering OCN modules in numeracy, literacy, english and IT as well as drugs and alcohol awareness. The courses are made accessible and appealing by a delivery design that uses angling to frame the content. CAST NW engage young people who have been excluded from school, are at risk of exclusion or returning from custodial sentences. They adapt courses to suit the learner and can deliver on a one to one basis, working with schools or support workers to identify a young person's particular education needs as well as their style of learning. CAST NW are therefore able to work with young people in a way that may not be possible in the school environment. However coordinator Neil Farnworth is keen to stress that accreditation is not just their intended outcome:

'If we can get them through a qualification then all well and good, but it's about enrichment and building confidence and self esteem, if we can build confidence and self esteem, that child will go on to learning because he'll feel more relaxed when he's doing it so.'

Those commissioning, funding or promoting angling OCN courses should therefore consider the importance of the developmental work being carried out in the educational approach rather than focusing on attaining 'qualification' as an end in itself. The real value is not just in the 'qualifications' being achieved but in the styles of delivery that lead to wider developmental impact.

GHOF North East: working with parents

The flexibility of the OCN is well illustrated by the pilot conducted by GHOF in Witton Park. This particular OCN evolved out of consultation with local services that wanted to encourage familial bonding. The course targeted specified young people and their parents or careers. Predominantly father and child, pairs worked together to complete an OCN coursework portfolio. In addition multiple sessions were scheduled for the parent and child to fish together. While the course resulted in an OCN qualification, the primary outcome sought was the encouragement of greater parent-child communication. The OCN provided an opportunity to develop parent-child relationships over the 10 weeks course through mutual engagement in an enjoyable activity and striving for a shared goal.

ii) BTEC

BTECs are well known and respected qualification that can be equivalent to GCSE grades and can be built upon at college level.⁷⁴ We have identified the principal angling related BTECs on offer to under 16's as Land and the Environment, and Fishery Management⁷⁵. The emphasis is on practical, vocational learning and is 100% coursework.

⁷² Based in Wigan. <http://www.castnw.co.uk/>

⁷³ These results in greater points equivalent to GCSEs.

⁷⁴ In particular Sparsholt college, but also numerous post 16 colleges across the UK.

⁷⁵ Currently on offer to under 16's in Easington Community Science College as a level 2 Certificate equivalent to 2 GCSE's grade A*-C.

Lord William's School's BTEC: raising employment aspirations.

Lord William's school has been offering BTEC Introductory Level Certificate in Land and The Environment for 4 years. The course delivered over 2 years results in a qualification equivalent of 2 GCSE's at grade D-G and allows students to take a vocational module in Sport Fishery. It is promoted to those students who may need extra incentive to engage with education and have the potential to perform better in practical, outdoor, vocational style courses. For some of the students, this is one of the few qualifications they will leave school with.

While young people's enthusiasm for fishing is used to motivate engagement with their studies, a key benefit of this particular course is its emphasis on future employment. The course introduces young people who enjoy outdoor work to a range of employment opportunities in the land based industries (over 250) and helps them identify routes towards these jobs.⁷⁶ On our visit, one of the current students was involved in letter writing to the EA to ask for advice on pond design. He has since decided to pursue a future career with the EA.

Every member of last year's BTEC group have gone on to further education or training.

iii) ASDAN (Award Scheme Development and Accreditation Network)

This appears to be the most common way in which angling is incorporated into school level qualifications.⁷⁷ While the level of learning and styles of delivery vary greatly, the emphasis is on experiential learning through project work. In relation to angling, schools can engage external projects/organisations to deliver relevant coursework or learning experiences.⁷⁸ True to the ASDAN ethos is the desire to recognise and reward student's personal and social development, particularly for those who may struggle with other academic work. As one GHOF coordinator explained:

'I like ASDAN because you have the opportunity of the short courses. And you can have as part of it sport and fitness, as part of it peer mentoring, and it's a personal development thing so it's not necessarily going to be prescriptive: [i.e.] you must learn the countryside code, or you must learn the water cycle...With ASDAN it's different because you agree your own targets in keeping with what you want. I see a kid and he can't communicate well so let's work on that and we agree that we want him to get involved in team work.'

3.3.5 The impact of an angling educational approach.

While it is beyond the scope of this research project to provide statistical evidence for a relationship between truancy, expulsion and angling intervention programmes, over the course of the next year more qualitative data will be gathered on the progress of individual young people considered at risk in order to show how such relationships are having an impact.

Some key findings so far suggest:

- Sessions can have a knock on impact on behaviour in other classes.
- They can break negative reinforcement cycles by offering young people the potential to succeed at school.

⁷⁶ This includes a visit to Sparsholt college.

⁷⁷ ASDAN courses/awards contribute a series of points that can be built into GCSE equivalents.

⁷⁸ Organisations such as Angling In Schools, Angling For Schools, and GHOF deliver ASDAN courses, or activities that are then used for ASDAN portfolios in schools.

- Outdoor space itself can enable young people to regulate their behaviour more effectively.
- Truancy can be improved when young people are more willing to attend a full school day for fishing courses/activities or require good behaviour/attendance to take part in a fishing related activity.⁷⁹
- Re-engaging young people in learning through angling can lead to raised aspirations for future learning, training or employment.

Those engaged in the angling educational approach need to concentrate on more thorough monitoring and evaluation of the wide variety of outcomes being achieved, in order to successfully signpost how the educational approach is delivering more than 'qualifications'.

3.4 The personal/social development approach

3.4.1 Developmental Outcomes

Over recent years there has been a marked policy shift away from viewing young people as 'problems to be managed' to viewing them as 'resources to be developed'.⁸⁰ As a consequence the deterrent approach to anti-social behaviour has increasingly given way to a recognition that 'healthy' adolescent development can best equip young people to deal with life situations. The 'deficit model' which sought to remove risks such as crime and drugs from young people's lives has been replaced with one that seeks to prepare young people to deal with such encounters through 'asset building'⁸¹ or the development of 'capabilities'.⁸² Such assets or capabilities are believed to protect (by reducing the likelihood of young people engaging in risky behaviour), enhance (enable young people to 'thrive, grasp opportunities and be successful in school) and build resilience (to more successfully cope with difficult situations when they occur).⁸³ The development of these assets, or social and emotional skills, are further enhanced by the development of supportive connections that foster belonging, provide safe spaces, and networks that can be mobilised when needed.⁸⁴

⁷⁹ Extended services in particular are believed to improve pupil motivation, attendance and consequent academic achievement as well as reduce expulsion rates. DCSF (2007) *Extended Schools: Building on experience*.

⁸⁰ Lerner, RM; Brentano, L; Dowling, EM; Anderson, PM(2002) 'Positive Youth Development: Thriving as the Basis of Personhood and Civil Society.' *New Directions for Youth Development* 95, 11-33. Also Roth, JL & Brooks-Gunn, J (2003) 'What Exactly is a Youth Development Program? Answers from Research and Practice.' *Applied Development Science* 7 (2), 94-11.

⁸¹ See Benson list of 40 internal and external assets important to positive development. Benson, P, L. (1997) *All Kids our Our Kids: what communities must do to raise caring and responsible children and adolescents*. San Francisco, CA. Jossey-Bass.

⁸² Fraser-Thomas, J *et al* (2005) 'Youth Sport Programs: An Avenue to Foster Positive Youth Development'. *Physical Education and Sport Pedagogy* 10 (1), 19-40. See in particular Lerner *et al*'s 5 C's for positive youth development: competence; character; connection; confidence; and caring (and compassion). Lerner, RM; Fisher, LB; Weinberg, RA (2000) Towards a science for and of the people: promoting civil society through the application of developmental science. In *Child Development*, Vol 71, 11-20

⁸³ Benson (1997) summarised in Frazer-Thomas *et al* 2005: 22-22. But also very much the basis for the promotion of positive activities for young people in *Aiming Higher for Young People* (2007)

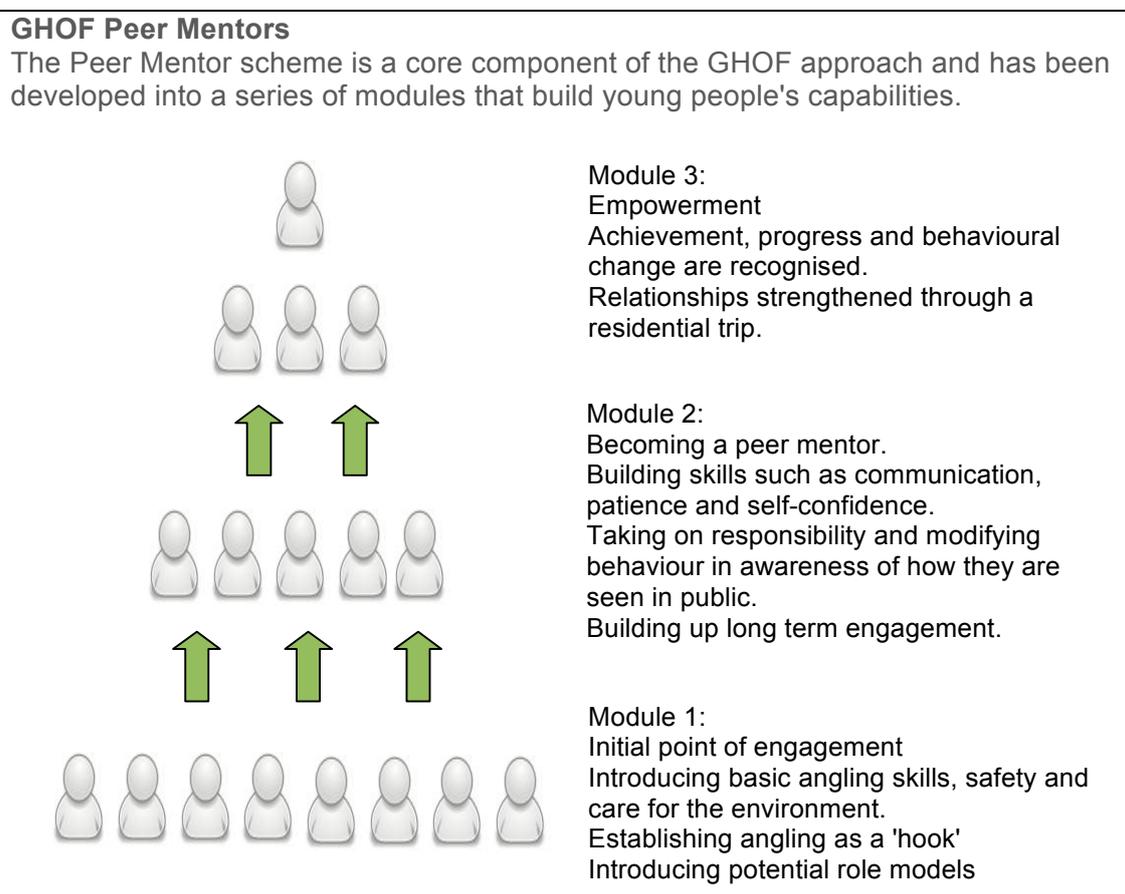
⁸⁴ Roth and Brooks Gunn 2003, Frazer-Thomas *et al* 2005, Larson 2000 amongst others.

Those projects or organisations wishing to facilitate positive youth development therefore tend to provide:

- Physically and emotionally safe environments;⁸⁵
- Offer structured 'positive activities' that provide challenging opportunities;
- Allow for the development of a sense of belonging;
- Provide supportive adult relationships;
- Encourage the 'empowerment'⁸⁶ of young people;
- Engagement with young people over a longer period of time.

What is important about the personal development approach when delivered through angling projects is that the development of fishing ability is secondary to the development of personal and social capabilities. Such schemes use angling only as the 'tool' to achieve positive developmental outcomes with the intended outcome being that they leave as competent young people rather than competent anglers. Whether they take up fishing afterwards or not is of no real concern.

While many different activities offered through angling projects have the potential to be delivered via a personal development approach, the most illustrative is the peer mentor scheme run by GHOF.



⁸⁵ This does not have to be a consistent physical locations, such as club houses, but instead describes a particular supportive atmosphere.

⁸⁶ 'Empowerment' is a contested term that can hold multiple meanings. The following research period will therefore unpick exactly what empowerment, and similar claims such as 'ownership' and 'participation' actually mean in the practice of angling organisations that work with young people.

The aim of the GHOF peer mentoring system is to help develop personal, social and emotional skills for some of the most excluded/marginalised young people, as a consequence GHOF staff identify potential peer mentors amongst those they believe will *benefit* most from the experience.

Progression through modules is therefore encouraged in young people who show a motivating interest in angling, respond well to coordinators, and show a willingness to help others.

Long term engagement allows coordinators to work more consistently to influence young people's personal and social development. The peer mentor scheme facilitates this not only through their stepped module work but also in encouraging peer mentors to stay on and assist long after modules have ended. This type of consistent engagement can provide socially marginalised young people with a supportive network and an important sense of belonging.



3.4.2 Elements of Developmental Approaches

i) Looking beyond individual development

There can be a tendency for a youth development approach to foreground the development of individual assets (such as self-confidence, educational attainment) without giving adequate attention to the contextual relationships that shape young people's experiences and outcomes. Contemporary development theories stress the relational nature of positive youth development. This means a recognition of the dynamic relationship between individuals and contexts (such as family, peer groups, schools, local community, and larger social structures and institutions). Bringing about 'healthy' adolescent development therefore requires identifying those relationships between the individual and their ecologies that may require transformation in order to generate nurturing environments.⁸⁷ If a young person is not 'thriving'⁸⁸ it may well be necessary to change the context not just the individual. In part this may well explain the success of projects that provide opportunities for learning outside of the school environment. As one tutor explained:

'some of the kids we take are big trouble in class and are pussycats when we take them out. They don't cause us any trouble...Just being outside of the hustle and bustle and the demands of the classroom, and the peer pressure. You've got to be tough if you're in school haven't you. And when you're out, you don't really need to be'.⁸⁹

Our observations of young people at fishing sessions have also shown that young people often manage their anger or agitation by walking away from trigger situations, something that may not be possible in a constricted class room environment.

⁸⁷ Lerner *et al* 2002: 15. See also Kiser, L, J; Bennet, LA; Brubaker, SJ (2007). 'Exploring Neighborhood Ritual and Routine Processes Related to healthy Adolescent Development'. In *Children, Youth and Environments*. Vol 17, no 4.

⁸⁸ Lerner *et al's* (2002).

⁸⁹ Vocational tutor working with disaffected young people in school.

While bringing about structural change may well be beyond the scope of many angling projects, identifying the structural limits on individual development is essential if we are not to oversell the outputs of a personal development approach to both young people and funders. Many projects already work on such a level, for example in recognising the impact of changing peer groups⁹⁰ and strengthening parent-child bonds.⁹¹ Nonetheless this is still an area in which angling projects engaging in positive development could expand best practice.

ii) Encouraging participation

Sutton (2007)⁹² gives good examples of the variety of youth development projects that encourage participation and how particular youth development philosophies will shape the type of participation made available. She categorises these participatory processes into three broad approaches;

- **social integration:** where the focus is on personal development of skills that will enable successful community integration (such as vocational training, developing a strong sense of self, and positive relationships);
- **civil activism:** where young people develop and express a 'youth voice', engage in campaigning and decision making;
- **community improvement:** where young people are involved in hands on activities to improve their surroundings, including planting or restoration projects, volunteering or educating the community.

Currently the majority of angling projects focus on social integration through the development of young people's personal capabilities. However it is worth noting that all three styles are valuable for positive youth development. Through campaigning that influence provisions for young people, to producing videos on anti-social behaviour or water safety, or engaging in environmental clean ups, angling intervention schemes are well placed to expand their delivery. Our continuing research will therefore identify and highlight best practice that develops the potential for young people to participate in and contribute to transforming the communities that they live in.

iii) Contributing to local communities and transforming negative perceptions.

Having the opportunity to contribute is a key outcome of the Every Child Matters framework. Angling's emphasis on developing environmental awareness lends itself particularly well to young people's involvement in community improvement work.

The CAST⁹³ allotment clean up.

Having learnt skills from environmental work they were doing in exchange for fishing access at Newstead Abbey, the young members of CAST angling project volunteered to resurrect the overgrown village allotments. The allotments had last been used over 30 years ago and had since become overgrown by hedges reaching 20ft in places. It took CAST volunteers 2-3 months to clear the site, learning fencing, path laying, and teamwork in the process. As they uncovered the site, older residents would come and watch the allotments 're-appear', leading to the decision to place a bench for them at the site. Today the allotments are thriving and back in popular use.

⁹⁰ By creating a new peer group focused around fishing

⁹¹ Through parent-child matches or family fishing days.

⁹² Sutton, S. E (2007) 'A social justice perspective on youth and community development: theorising the processes and outcomes of participation.' In *Children, Youth and Environments*. Vol 17: 2.

⁹³ <http://www.castangling.co.uk/index.html>

The impact of the volunteer project is felt not only in the local community but also amongst young people themselves. As one CAST members summarised:

'It makes you feel good inside...when you go for a walk in the allotments... and you see friends growing tomato plants, you think 'I've had an impact'. I've helped restore that.'

While many projects do already encourage such community improvement activities, to maximise the opportunity for transforming negative community perceptions of young people and help young people develop an awareness of other people's needs, attention should be paid to the possibility of encouraging young people and the community to work *together* on projects.⁹⁴ This should coincide with greater public recognition and celebration of the contribution made by young people to their communities.

iv) Providing opportunities for young people to speak and be listened to

In order to keep activities appealing and relevant to young people's needs, most of the angling intervention projects visited will ask young people what they may want to do in terms of organising trips, (for example visits to fisheries or angling events), or expanding activities (such as trying alternative fishing techniques).

Less frequent however are projects that inform young people or ask for their input into decisions that shape the running of projects more widely. GHOF NE Witton Park is an exception here in that the peer mentors are informed of all major decisions facing the project and asked for their contributions regarding possible site development. As a consequence the peer mentors exhibit a strong sense of belonging and 'ownership'.

Rarer still are projects that involve and encourage young people to identify community issues that impact on their lives, or they feel strongly about, and give them the opportunity to speak out or attempt to change things. If what is desired are moral and civic minded young people then what is required are institutions and spaces that allow for such development to occur. There are no short cuts to developing a young person's orientations to contribute to their community. A litter picking day may well appear as a punishment rather than opportunity for personal and social development if not framed appropriately. It is important therefore to offer young people the chance to not only have a say on the activities provided for them, but to also encourage them to identify those projects they wish to get involved in.

Section 4 Angling and Developmental Approaches

The point of differentiating angling engagement into delivery styles is not to promote one over the other, but to make clear what should be expected as outcomes of such projects. They can be used as a yard stick to measure success, to highlight where there is an area in need of funding, and to showcase the diversity of outcomes possible when angling is used as a tool of engagement. To be able to claim that angling can have a social and community benefit one needs to clearly set out what that outcome will look like.

⁹⁴ See the recommendation in *Aiming Higher for Young People (2007)* and *Creating a Sense of Belonging (2009)*. Also See Camino, L and Zeldin, S (2002). While concerns over safety, such as CRB requirements may make such opportunities more complicated to organise, this should not stand in the way of what is potentially an important aspect of personal/social development and community integration.