

The University of Edinburgh Educated Pass Annual Report 2012-13



Overview of Achievements 2012-13

- Successfully delivered eight sessions to eight squads of youth footballers who were re-engaged in the initiative for 2012-13 and one new squad engaged for 2012-13 (consisting of 150+ boys in total)
- Stronger links with the University Football Team (EUAFC) were developed, with boys from the squad running almost all of the CSE practical sessions and two new sessions have been created making use of the facilities and role models at the club
- Tracking of the first cohort of boys through the project in 2007 was completed, with responses for over one third (75) of boys obtained, and a number of role models currently studying at the University of Edinburgh have been highlighted for future involvement in the programme. Tracking has enabled us to gain an invaluable insight into what the boys did at school, when they left and what they are doing now in employment, training or further study (please see tracking report attached)
- New sessions developed including EUAFC Club Academy, Match Day, Laws of The Game, and Talent ID and previous material updated for continued relevance to the boys and their education
- New Leaflet and website redevelopment undertaken, with areas of the website to be linked to EUAFC website which will have a “Hall of Fame” section with past EUAFC players who have gone on to do exceptional things in the world of football, sport and careers
- Continued good connections with partner colleges who successfully delivered on campus sessions for the clubs in their areas
- Continued reassessment and development of the project, including better data capture and return of registration sheets, attitudinal questionnaires and positive feedback received from parents and coaches

1. Educated Pass

1.1 Background

The University of Edinburgh's Widening Participation (WP) team obtained funding to develop the Educated Pass football initiative from the Sutton Trust from 2006/7. The initiative has expanded greatly since then, now attempting to deliver 8 substantive sessions to each squad involved. Whilst there is great variety in the scope of each session, the importance of commitment to education is embedded. The initiative is partner driven, led by the University of Edinburgh and supported by Edinburgh College (recent merger of 3 local Colleges), West Lothian College, and the Scottish Youth Football Association (SYFA). The project team is grateful to the Sutton Trust and the partners in the Colleges, the Physical Education, Sport and Leisure department at the University of Edinburgh, as well as The Edinburgh University Association Football Club (EU AFC) and the SYFA for their on-going support and assistance in the delivery of the project's objectives.

1.2 Initiative Rationale

Educated Pass aims to address the academic underachievement of boys in the 13 to 16 year-old age group¹. The gender gap, in attainment and progression onto Higher Education in particular, has received increasing attention from the government over the last decade, and was highlighted again in the media last year, with reports that less boys had applied to University than the number of girls who had confirmed their places.² The Educated Pass initiative works with local youth football clubs to engage the boys, their coaches and their families in educational opportunities. A shared passion of this group is sport and in particular football. Working via local youth football clubs brings added credibility to a message, which is often lost in the school environment.

Boys who struggle academically or who come from backgrounds with low aspirations can easily feel excluded from mainstream education. Aspirations, expectations and the whole frame of reference for boys come from the wider community in which they grow up. Similarly, boys are often under pressure to be accepted by other boys and avoid social exclusion. To do so, they act in line with peer group norms that are very often in direct conflict with the ethos of participating constructively in the classroom environment.³ 'Educated Pass' is innovative in that it does not rely on working through schools; instead, boys are targeted, in particular those from under-represented groups, through their local youth football clubs and coaches. It builds upon their commitment to sport in order to generate a similar interest and commitment towards their education. While giving generic advice on school, college and university pathways, the initiative initially uses sport related courses as a 'hook', whilst also demonstrating that educational and career opportunities exist outside the sporting sphere.

¹ Scottish Funding Council 'Gender in Scottish Higher Education: what's the issue? (July 2006)
www.sfc.ac.uk/publications/SFC_Gender_Report_July_2006.pdf

² Time Higher Education Article, "Gender admissions gap 'growing' under higher fees"
<http://www.timeshighereducation.co.uk/news/gender-admissions-gap-growing-under-higher-fees/2003096.article>

³ Skelton, C. (2001) *Schooling the Boys: Masculinities and primary education*, Buckingham: Open University Press

1.3 Key Aim and Objectives

- Address the academic underachievement of boys in the 13 to 16 year old age group. Work with local youth football clubs, using engagement and dedication to sport as a mechanism to introduce boys to educational opportunities via school, college and university
- Deliver a series of activities using facilities, expertise and role model students in sport related courses at the University of Edinburgh, Edinburgh College and West Lothian College
- Provide the boys, their parents and their coaches with unbiased information on school course choice through National levels, Highers and routes into further and higher education.
- Continually strengthen the initiative model by revising and updating content and delivery of the sessions where appropriate.

2. Project Management

2.1. Funding and Resources

The Sutton Trust provided funding to enable the initiative to run for three years. However, as a result of the revised staffing structure implemented at the end of the second year, and the embedding of management of the project, it is envisaged that the funding will continue to underpin the activity element of the project.. The Sutton Trust was consulted prior to the restructuring and was supportive of the change.

The Sutton Trust is an educational charity, which aims to provide educational opportunities to young people from non-privileged backgrounds.

For more information about the Sutton Trust, please visit their website: www.suttontrust.com

2.2. Partners

Educated Pass continues to be managed and led by the University of Edinburgh and supported by 3 partner institutions: the Scottish Youth Football Association (SYFA), Edinburgh College and West Lothian College.

As lead partners of the initiative, the University of Edinburgh provides in kind support for the initiative in the form of management, an office base and computer systems and the hosting of on campus sessions. The other partner education institutions provide in kind support through housing and hosting the 5th session, which involves on-campus activities, while the SYFA provides a consultative and advisory role, using our goals to highlight the most appropriate clubs to target.

2.3. Steering Group

An updated membership list of the Steering Group is provided in **Appendix 1**. The Educated Pass Steering Group consists of representatives from the Sutton Trust, each of the partner education institutions, along with the National Secretary of the SYFA.

2.4. Staffing

In 2012-13 the staffing structure remained similar to the previous year with Neil Speirs, Widening Participation Officer, as project manager. Erin Cunningham who graduated in 2012 took on the role of the day to day running of the project, including developing new links, re-evaluating and changing existing sessions and updating leaflet and website material. The new member of staff, Kevin Connolly, a 3rd Year Civil Engineering Student, took on the role of presenter and at times helped with admin and tracking some of the first cohort to go through the system.

2.5. Associations and Collaborations

Links with EUAFC have been strengthened this year and their active involvement in Educated Pass has been further embedded in the 150 player+ strong club. This has been driven to some degree by the new head team coach for 2012-13, who has been keen to share his experience of education as a former player, captain and graduate of the University. A player database has been set up with players who are keen to be involved in the programme taking it in turns to speak at sessions. The Educated Pass team will speak at this year's EUAFC AGM to tell the players a bit more about Educated Pass and how they can get involved.

EUAFC continued their involvement in Educated Pass in the University's Centre for Sport and Exercise (CSE) on campus sessions. The players offered an insight into university life, and how sport at university can benefit the individual. With many of the EUAFC players coming from similar backgrounds and youth football teams as the Educated Pass players, they were perfect role model students to motivate and encourage the U14s age group.

Various members of EUAFC attended Le Tournoi at Peffermill Playing Fields and provide a brief talk on the importance of education, as well as an insight into studying and playing football at university for the players, parents and coaches. They also assisted in the refereeing of the tournament and presenting awards.

Once again, members of EUAFC invited Educated Pass clubs to attend EUAFC's annual Easter Camp. Whilst no teams involved in the Educated Pass initiative entered as a whole, numerous individuals attended, thus having further interaction with role model students through footballing activities. All EUAFC promotional material has had the Educated Pass logo and information about the project further spreading the knowledge about Educated Pass in the wider community.

This partnership has also led to the development of a new session known as 'Match Day' and the adaptation of what used to be 'Hall of Fame' to 'EUAFC Club Academy' further utilising the role of the student as a positive role model to the boys.

3. Clubs

3.1. Clubs Involved

Following consultation with the SYFA, David Little the National Secretary, provided a full list of contact details for all the local youth football clubs in the East of Scotland. He specifically highlighted those clubs with a reputation of community excellence, who produce confident and responsible young men. Consequently, the clubs engaged in the initiative for the 2011-12 season were as follows:

Club	Squads	Location	Involvement
Edinburgh City	3	Edinburgh	Continued
Musselburgh Youngstars	1	East Lothian	Continued
Broxburn Athletic	2	West Lothian	Continued
Blackburn United	1	West Lothian	Continued
Polbeth	1	West Lothian	Continued
Lochend Boys Club	1	Edinburgh	New for 2012-13

3.2. Club Continuity and Gaps

Challenges within the voluntary sector in grassroots youth football has at times made it difficult to maintain involvement with clubs throughout the season. It was hoped to combat this issue by approaching a larger number of squads so that if some clubs were to fold or lose engagement over the course of the year, there would still be a large core on completion. This year nineteen squads were approached with the offer of being involved in the programme. Of this nineteen, nine squads successfully completed the first two stages of the programme and eight went on to successfully complete the programme.

Keeping clubs on board can be a challenge, however of those who completed the first two sessions this year, 100% went on to finish the programme. All of the squads involved this year are keen to continue their participation next year.

3.4. Data Collection

Registration, or the collection of parental registration forms, is still an issue which continues to be addressed in innovative ways. For 2013-14, boys will register through their clubs at the start of the season.

4. Activities

4.1. Learning Outcomes

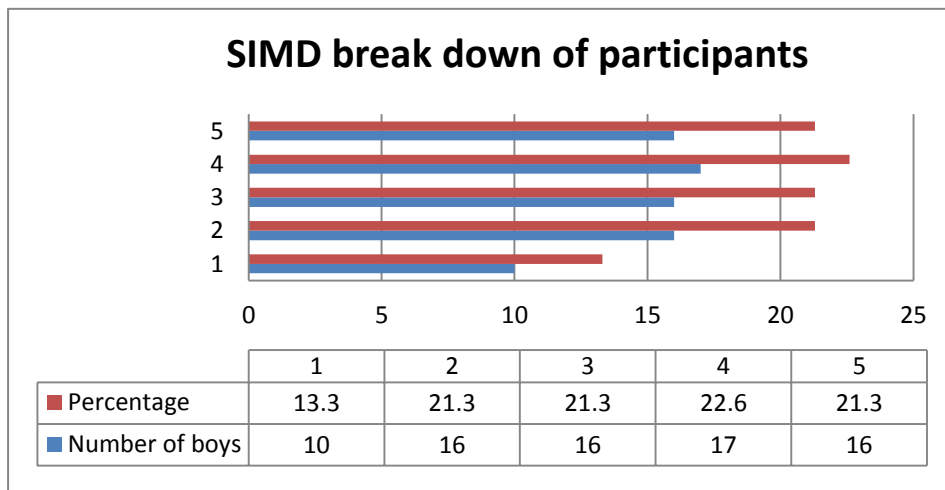
A series of interactive sessions have been developed which use the medium of football to raise the academic aspirations of boys engaging them, their coaches and their parents in the educational opportunities available to them. Each session has specific objectives and learning outcomes.

The content of the presentations is deliberately football driven; drawing on quotes and examples from role model players, managers and prominent figures in the professional game. The purpose of which is to harness the inspirational status that these individuals have achieved on the football pitch, and project it onto attainment in the classroom. A copy of the activities can be found in Appendix 1.

5. Evaluation and Findings

5.1. Scottish Index of Multiple Deprivation Analysis

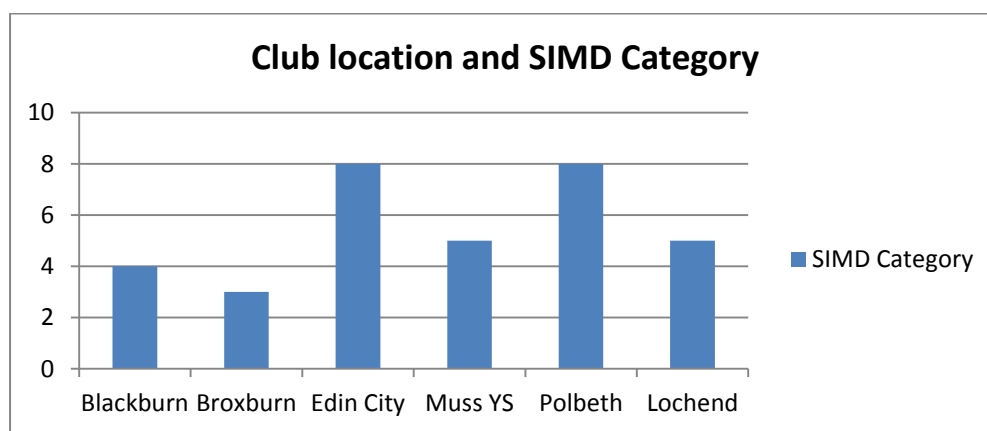
Out of the eighty registration forms we received back, seventy nine of those had filled out complete address details. The address information we have for each boy can be cross checked against the Scottish Index of Multiple Deprivation (SIMD) data of post code datazones. Each of the quintiles presented in the table, represent twenty per cent of the population, with 1 being the most deprived and 5 being the least deprived.



From the data it can be seen that Educated Pass draws in its participants from number of different locations. The data shows that over one third of the boys (35%) live in postcodes in the 40% most deprived areas. These are areas that the Scottish Government has targeted for increasing participation in Higher Education, as they can often represent pockets of deprivation where attainment at school and progression onto higher education is low.

For example, of pupils belonging to these postcodes, 14.4% currently leave school with enough qualifications to entitle them to go straight to University. This can be compared to the least deprived 40% of datazones, where 41.75% will leave school with enough qualifications for entry into Higher Education. However, SIMD is not suitable as the only WP indicator.

5.2. Club Location



Both Broxburn and Blackburn are based in areas with high levels of deprivation. Edinburgh City and Polbeth reside in areas with relatively low deprivation and Lochend and Musselburgh Youngstars sit in middle of the range quintile areas.

The nature of football clubs means that they draw their squad members from a widespread catchment area. The places where these clubs train can be an indicator of the social mobility of the boys who may attend. However, it was found that some of the clubs that trained in a postcode deemed to have relatively low levels of deprivation actually had large numbers of boys in attendance from surrounding areas where levels of deprivation is high, and in school catchment areas with particularly low levels of progression onto Higher Education.

This clearly shows that whilst the location of clubs can be an indicator of community levels of deprivation, caution should be taken when using this as the only factor. Potential problems could arise in selecting new clubs each year based solely on the area in which they reside and shows that a number of factors, such as school attended and whether the boys' parents have been to FE, do and should continue to be taken into account on the selection of new clubs for involvement. Again, the diversity within clubs can only be a positive factor for the message delivered by the initiative and these statistics serve to highlight once again the power of the youth football club to draw boys from the wider community.

5.3. LEAPS School Categories

Over one third of boys attend LEAPS Group 1 schools

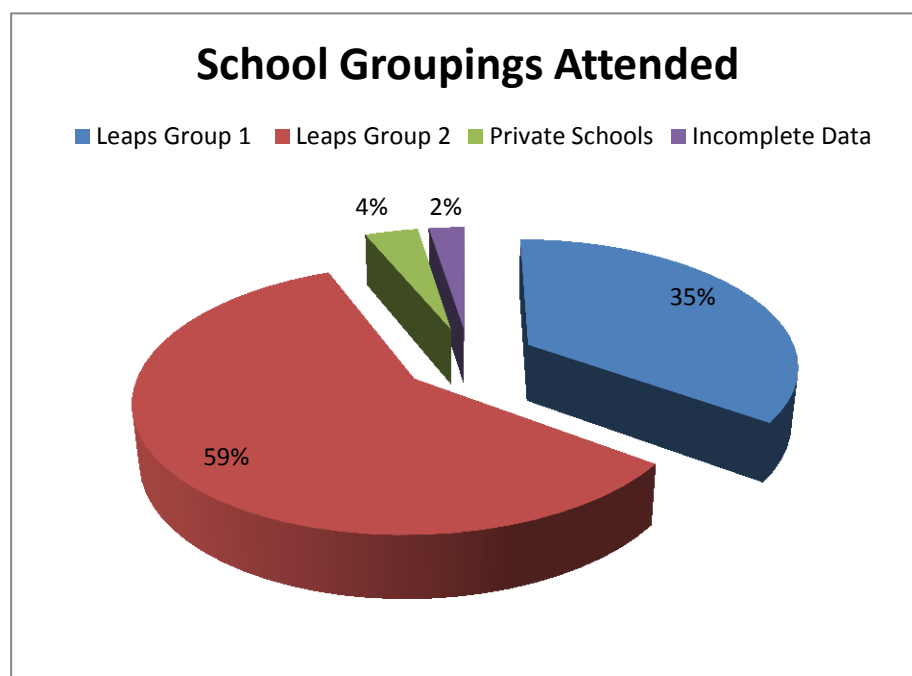
In line with key Educated Pass objectives, the programme aims to target boys from schools supported by the Lothians Equal Access Programme for Schools (LEAPS). LEAPS support students to achieve their potential in schools with low progression rates into university or individuals who fit a number of widening access criteria in order to increase progression to higher education in South East Scotland.⁴

LEAPS school categories are as follows:

Group 1 - Schools in which a higher than normal number of pupils are from deprived backgrounds with little or no direct family experience of participation in higher education, and from which a lower than average number of pupils will progress directly to higher education in a typical year. <22% progression

Group 2 - Schools with an established tradition of pupil progression directly to higher education, but where individual pupils may have had their potential to participate in higher education reduced by adverse socio-economic or personal circumstances.

Of the 80 parents who returned registration forms, 78 gave full answers as to the school their son is attending.



⁴ <http://www.leapsonline.org/index.html>

Of those who attended state schools, over a third attend LEAPS group 1 schools and will thus receive LEAPS support and workshops throughout the course of their school progression. This not only means that Educated Pass is targeting the right students who need this additional support, but also means that the good work done by Educated Pass outside the school setting can be followed up within school. It may be that the boys are more likely to fully engage with this educational message in the classroom after it has been given the added credibility it receives within a framework the boys are proven to respect.

Educated Pass highlights in an alternative setting, the work done by LEAPS which the boys will become more aware of throughout their more senior years in school. It can be seen from this year's Educated Pass tracking report that 11 of the cohort report to having used LEAPS in their time at school, showing that the continuation has and will continue to exist between the two projects. The fact that at least 94% of the boys that Educated Pass works with go to LEAPS local schools emphasises the similarity in objectives between the two projects and the continued involvement that the boys will have with university throughout their school career.

5.4. Year Groups

76 of the boys are in S2 with, only two boys being in the younger school grouping of S1. When the programme was first developed it was intended that by targeting boys in S2, Educated Pass would be able to discuss and support boys through their standard grade course choice selection (usually studied S3-S4). Now that all schools in Scotland are following Curriculum for Excellence, some course choice selection happens earlier at the end of S1. The delivery of Educated Pass has adapted to this effect with a discussion more generally about subjects and the specialisation which occurs throughout the school process and into college and university. With this change in the Curriculum, the parents' session has proven invaluable, in that they were keen to hear about what these changes could mean for their boys' future, and any worries about what the changes could mean for Higher Education could be addressed.

6. Attitudinal Questionnaire Analysis

All boys attending the first Educated Pass session fill out an anonymous attitudinal questionnaire covering their interest in sport, their commitment to football and attitudes towards their education. It can also indicate the background that they come from, including whether their parents had been to university. This cultural capital of their families has been proven crucial to enable them to have the information available to encourage the boys to pursue Higher Education.

Two thirds of the boys are the first in their family to go to university

90% of the boys respect their coach more than their teacher

6.1. First in Family

Of the 120 boys who filled out the questionnaire, only one third (40) reported that either of their parents had been to university. This means that two thirds of the boys and their parents are gaining an understanding of university for the first time. Through working with both the boys and their parents, this crucial networking link to HE is established, enabling boys whose parents have no experience of higher education to see for themselves what it can offer, and how to get there. Educated Pass is therefore fulfilling its aim of targeting boys who often do not have the cultural capital available to them that boys from higher socio-economic groups have.

6.2. Coach Respect

The questionnaire is also crucial in backing up the premise that Educated Pass targets boys in an environment they may respect more than the school classroom. The boys were asked who they respected most between their teacher and their coach. Of the 115 that answered this question, a striking 103 respected their coach most, with 9 respecting their teacher more, and 3 respecting both equally. The respect that the boys have for their coaches is a unique and instrumental tool in the success of the programme. Just as the opinion of parents matter, the cultural capital of the boys can come from the direct communities and relationships they have. Football for many of the boys represents a structure to the week, with training two to three times a week and games at the weekend. Football represents a real commitment, a place of solace, where they go to be part of a team. This is where they learn best and are open to new ideas, the boys listen to what their coaches and those involved in football say, and if they learn that Cristiano Ronaldo thinks that school is a good idea, then it may not be so bad after all.

6.3. Commitment and Dedication

The boys are asked a number of questions that give insights to the commitment and effort they put in both in the classroom and at training. They are asked whether they try their best at school, and whether they try their best at training. Of the 112 who answered whether they tried their best at school, 40 said yes, 65 said sometimes and a further 7 said no. The fact that almost 94% report that they do try in school (at least sometimes), shows that there is a positive grounding upon which to improve their commitment and application to education.

Their application at training can be seen in a much better light. Of the 120 boys to answer this question, over two thirds reported that they always try their best at training (86) and the remaining 38 boys agreed that they try their best sometimes.

Sometimes, as the literature suggests, young boys in the classroom can be scared not only to do well in class but to put their hand up and ask for help when it is frowned upon by their peers. On the other hand, it is encouraged in football training and fitness sessions to do and be the best, work hard and ask for help when needed. By making parallels between trying hard on an aspect in training that does not come so naturally and trying hard in school in a subject they struggle with enables the boys to take skills learned in one arena, sport or football, to apply these in another arena, namely the classroom.

Appendix 1 – Activities

Session 1 - Coaches Corner

An initial session aimed specifically at the coaches of all the squads involved. The purpose of this session is to outline the content of Educated Pass for the forthcoming season and answer any questions that the coaches may have, as well as introducing the staff that will be involved with the delivery of the sessions. This year, as the team was a little later in receiving the contact details for clubs from the SYFA it was decided that all new clubs would receive a visit outlining the project. This face to face contact was crucial in getting a number of squads who had little or no previous experience of the project on board. It also allowed the teams to have an identifiable point of contact. This is a model which may be beneficial in the future, particularly for West Lothian clubs who may find the idea of travelling into Edinburgh for an introductory visit off-putting.

Session 2 – Educated Pass

An informal presentation aimed specifically at the parents of the boys involved. Typical academic progression from S2 to S6 is discussed and generic advice is given on school, college and university pathways. The information provided allows the parents and coaches to reinforce the ethos of Educated Pass to their respective sons and players, and introduces Educated Pass as a reliable source of guidance for future advice on academic progression.

Session 3 – De Toekomst

An interactive presentation which brings credibility to education through the medium of football. Statistics on becoming a professional footballer are presented alongside case studies highlighting the overlap in skill, attitude and commitment between the classroom and the pitch. The possibility of academic achievement leading to alternative, non-playing careers in sport is explored.

Session 4 – Football and Education

An informal presentation, followed by an hour of fitness based work, both of which are delivered in the University's Centre for Sport and Exercise (CSE). The presentation looks at those working in a non-playing role at the stadium such as managers, physios, accountants, lawyers and architects and highlights in particular the qualifications and skills they achieved in order to fulfil these vocations. The session includes a question and answer section with current student members of the University football team, who study a wide array of subjects both sport and non-sport related. The fitness session is then conducted by EUAFC players who are studying sport related degrees.

Session 5 – On Campus

This session is hosted in turn by each of the institution partners. An insight into College and University based learning is provided, where the boys can make use of the facilities and benefit from interaction with experienced staff and students. Each of the partners approach this session in different ways, some of which have included looking at language of the game, anatomy of the game, and sports science more generally including sessions on sports psychology and sports nutrition.

Session 6 – EUAFC Club Academy

This session has changed shape this year to employ further the closer links the Educated Pass team has developed with EUAFC and to further utilise the positive impact of the role model students. The boys take part in a one hour classroom based session covering aspects such as 'laws of the game' and 'footballer nutrition' and then head out to be involved in a training session with the football club. This again offers the boys an opportunity to interact with the players, and find more about university life and the balance of homework and

training, and gives in an invaluable insight into the standard of sport that can be played at university level.

Session 7 – Le Tournoi

Tournament event celebrating the success of the Educated Pass initiative. The tournament is open to all the clubs engaged in the football and education initiative throughout the preceding season, and serves as a motivational reminder for every boy to give their best throughout the coming year; both in the classroom and on the pitch. Members of the University football team assist in co-ordinating the event, and a prominent guest speaker from the football world is invited to attend and address the boys in an opening presentation.

Session 8 – Golden Goal

An evening conference delivering a positive education message through renowned and credible football guest speakers. This session serves to reengage the teams who were involved in Educated Pass during the previous season (now U15s). It is held in one of the main University of Edinburgh lecture theatres and involves a breakout session, during which information stands provide guidance on the subjects and routes of study available at each of the partner education institutions.

Session 9 – Match Day

This session will be introduced from next year. It is envisaged that it will take place as a voluntary session where the boys (and their parents) can sign up to take part in a 'match day experience' at a crucial EUAFC home game. The boys will be welcomed to the stadium and receive VIP treatment, with free entry, a tour of the grounds, a talk by the head coach and sandwiches with the team afterwards. They will also discuss the skills needed to be a footballer and the coach will ask them to complete a detailed player analysis while watching the game. This will highlight the skills and qualities necessary to succeed in football and parallels will then be drawn between these skills and those needed to succeed in the classroom.