

# YOUTH CHARTER

## SOCIAL COACH LEADERSHIP PROGRAMME<sup>©</sup>

### WORKSHOP REPORT

## UNIVERSITY OF EAST LONDON

USS Campus, London, E15 1NF

MONDAY 25<sup>th</sup> FEBRUARY 2019



Sport, Arts, Culture and Digital Technology...  
A 26 Year Games Legacy Opportunity for All...



The Youth Charter is a UK registered charity and United Nations Non-Governmental Organisation.

Registered Charity No. 1065861

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David Grevenberg CBE,  
CEO Commonwealth Games Federation,  
addresses YC UEL SCLP Workshop

## 1.0 BACKGROUND AND INTRODUCTION: SOCIAL COACH LEADERSHIP PROGRAMME

The Youth Charter's Float Like A Butterfly Social Coach Leadership Programme is the culmination of a 17-month dialogue, discussion and debate on the issues of social, cultural and economic affect and impact on the disaffection, disadvantage and disillusionment of the young people of Newham and the East End of London.

UEL hosted Newham's Youth Movement's 'Addressing Safety through Active Participation' (ASAP) Conference on 27 January 2018 with support provided by the Civic Engagement team. This was a youth planned and led response to the escalating violence in Newham. The event was attended by young people, service deliverers and decision makers. Geoff Thompson, new Chair of the Board of Governor UEL, joined the panel, which included the local authority, a local councillor, Chair of Local Children's Safeguarding Board and the Metropolitan Police.

During this conference a number of young people presented the issues of anxiety and fear following the shooting of their friend Corey Junior Davis, a 14 year old schoolboy gunned down in a park in Newham on September 4th 2017, Geoff Thompson pledged to provide:

- **Somewhere To Go** (where they would be safe and taken off the streets),
- **Something To Do** (with sporting, artistic, cultural and digital activities) and
- **Someone To Show Them** (how to develop their mental, physical and emotional life skills resilience)



Students in pre-workshop dialogues.

## 2.0 OBJECTIVES FOR THE DAY

### Objectives –

- Introduce the principles of social coaching
- give an opportunity for participants to practice the applications of social coaching principles
- crystallise the learning through a formal assessment - verbal and written

## 3.0 YOUTH CHARTER - ABOUT US

The Youth Charter is a **26 Year Games Legacy** of Manchester's bid for the 2000 Olympic Games and the hosting of the Manchester 2002 Commonwealth Games that has inspired a global **Sport for Development and Peace** movement/sector.

The Youth Charter has campaigned and promoted the role and value of sport, arts and cultural activity in the lives of disaffected young people from disadvantaged communities nationally and internationally.

The Youth Charter has a proven track record in the creation and delivery of social and human development legacy projects and programmes with the overall aim of providing young people with an opportunity through sport, art and cultural activity to develop in life.

Through our work with youth and communities the Youth Charter has pioneered three core youth and community development programmes:

- **Community Campus** – Somewhere to Go
- **Youthwise "Curriculum for Life"** – Something to Do
- **Social Coach Leadership Programme** – Someone to Show Them



## 4.0 SOCIAL COACHES EXPLAINED

The role of the social coach is to be a mentor and facilitator - a guide and role model - for young people in the community through participation in sport or other social agencies. Their individual experiences and qualifications may vary but each will have in common self-awareness, knowledge of life-skills, personal attributes and values, which they bring to the role.

Key to the philosophy of becoming a social coach is the notion of self-awareness, openness and self-development. Personal skills such as listening, observing, objective assessment, communicating, leading, etc. are an integral part of the development and training of each social coach, as well as familiarisation with the Youthwise programmes and toolkits which they will apply in mentoring and facilitating the social and personal development of young people.

## 5.0 FORMAT FOR THE DAY

Agenda										
Time	Activity									
9.00am to 10.00am	Registration									
10.00am to 11.00am	<p>Welcome and Introduction to the day</p> <p><b>Session One – Geoff Thompson MBE FRSA DL</b> The Social Coach explained</p> <p><b>David Grevemberg CBE, Chief Executive Officer at The Commonwealth Games Federation</b> A personal reflection of working with disaffected young people globally</p> <p>Participants put into groups:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>1. Yellow</td> <td>4. Purple</td> <td>7. Turquoise</td> </tr> <tr> <td>2. Blue</td> <td>5. Orange</td> <td>8. Grey</td> </tr> <tr> <td>3. Red</td> <td>6. Pink</td> <td>9. Lilac</td> </tr> </table>	1. Yellow	4. Purple	7. Turquoise	2. Blue	5. Orange	8. Grey	3. Red	6. Pink	9. Lilac
1. Yellow	4. Purple	7. Turquoise								
2. Blue	5. Orange	8. Grey								
3. Red	6. Pink	9. Lilac								
11.00am to 11.15am	Break									
11.15am to 11.45am	<p>Dr Carrie Weston Head of Cass School of Education and Communities - Social Behaviour and Emotions</p> <p>Dr Aneta D. Tunariu CPsychol AFBPsS Head of School of Psychology - Managing Emotions</p>									
11.45am – 12.05am	<p><b>Action learning scenario one:</b></p> <p>Two rival teams who are representative of two post code gang tensions are a week into playing a major local tournament and there are rumours of potential conflict centered around one of the star players who will be competing. Do you:</p> <ul style="list-style-type: none"> <li>A. Conduct a Risk Assessment</li> <li>B. Speak to the coaches of both teams</li> <li>C. Pull out the star performer</li> <li>D. Other</li> </ul>									
12.05pm to 12.15pm	<b>Group presentations</b> for action learning scenario one									
12.15pm to 1.00pm	Lunch in Foyer Area									

1.00pm to 1.20pm	<p><b>Action learning scenario two:</b></p> <p>A parent has turned up at one of the sessions you are currently supervising and introduces you to her son who has been diagnosed with ADHD. He has also been excluded from school on repeated occasions and is in danger of being expelled. He has a poor diet and spends most of his time on computer games. How would you develop a cultural activity programme to improve both his behavior and performance in and out of school?</p> <ul style="list-style-type: none"> <li>A. Suggest medication is reduced with an improved diet introduced</li> <li>B. Develop a sporting, artistic, cultural schedule of activity</li> <li>C. Develop a positive digital engagement programme</li> <li>D. Other</li> </ul>
1.20pm to 1.30pm	<p><b>Group presentations</b> for action learning scenario two</p>
1.30pm to 1.50pm	<p><b>Action Learning scenario three:</b></p> <p>You are delivering a university campus based activity provision to prepare students that will be volunteering in the wider community. As a result, a very successful and well attended programme has been established. Two of your leading volunteers are alleged to be supplying legal highs to some of the young people participating in the session. Do you:</p> <ul style="list-style-type: none"> <li>A. Speak to the individuals in question and establish the truth</li> <li>B. Upon establishing no clear evidence, suspend the two individuals until an investigation can be conducted.</li> <li>C. Cancel the programme</li> <li>D. Other</li> </ul>
1.50pm to 2.00pm	<p><b>Group presentations</b> for action learning scenario three</p>
2.00pm to 2.20pm	<p><b>Action learning scenario four:</b></p> <p>Ammunition has been found in the changing room after a football match, which must have fallen out of someone's bag. What do you do?</p> <ul style="list-style-type: none"> <li>A. Report it to the police</li> <li>B. Call an emergency meeting of the team and identify the owner</li> <li>C. What sanctions would you put in place</li> <li>D. Other</li> </ul>
2.20pm to 2.30pm	<p><b>Group presentations</b> for action learning scenario four</p>
2.30pm to 3.00pm	<p style="text-align: center;">Break</p>
3.00pm to 4pm	<p><b>Plenary Session:</b></p> <p><b>Learning outcomes –</b></p> <ol style="list-style-type: none"> <li>1. By the end of the day students will have understood the principles of social coaching</li> <li>2. Students will have gained a good understanding of the theoretical concepts underpinning the social coaching principles</li> <li>3. Students would have experienced social coaching practise through the action learning scenarios</li> </ol> <p><b>Round up and presentation of certificates</b></p>

NB: Groups worked on various action scenarios rather than specific scenarios.

## 6.0 DELEGATE FEEDBACK

Please see appendix 1 for the feedback form for the YC UEL SCLP Workshop.

The feedback provided by Social Coaches who took part in the YC UEL SCLP Workshop was overwhelmingly positive. This is represented in the answer's to following questions/statements:

- 82% answered 'Yes' to *the SCLP workshop covered the topics I expected*
- 91% answered 'Yes' to *the instructions were easy to understand*
- 96% answered 'Yes' to *the course materials were easy to understand*
- 79% answered 'Yes' to *the course materials were of a high standard*
- 96% answered 'Yes' to *the coach was supportive and informative*
- 77% answered 'Yes' to *the venue was suitable and appropriate*
- 69% answered 'Yes' to *I was extremely happy with this event*
- 78% answered 'Yes' to *the course has helped me*
- 74% answered 'Yes' to *I would recommend this course to a friend*

Please see section 6.1 for the full feedback summaries to above questions/statements.

It is worth noting that for the statement '*I was extremely happy with this event*', 31% did not answer 'Yes' to this question, with 13% answering 'No'. This provides opportunities for improving the delivery of the SCLP workshop.

To this end, the greatest challenge faced on the day was the fact there were approximately 108 people pre-registered for the event and around 298 people arrived on the day. This was due to fact that many people had registered as Social Coaches, but not registered for the event. This led to re-organisation of groups and format for the day and is represented in the feedback for how the pre-registration for the day can be improved, please see section 6.2.

Some people found it difficult to use the online registration, which had some teething problems in its functionality. This is an area the Youth Charter has already identified as requiring improvement and which it is currently implementing steps to improve.

Despite these challenges the majority of participants said that they found the day to be:

- *Inspiring / Interesting / Informative / Enjoyable / Educational / Very Useful*



Vanessa Varvas, UEL Director of Student Recruitment and Marketing with UEL students working on their Action Learning Scenarios



What the participants said they 'Liked Best' were:

- *Interactive Workshops/Group work*
- *Content, Interesting & Insightful*
- *Inspirational & Motivational People*
- *Life Experiences & Emotions*

Please see section 6.2.

In future, the SCLP programme could be delivered within specific UEL schools and courses, with smaller groups and delivered over a number of sessions. This could be developed with UEL course leaders.

## 6.1 Q1 TO Q9 SUMMARY

The first nine questions/statements were answered with 'Yes', 'No' and 'Don't Know', these were:

1. *the SCLP workshop covered the topics I expected*
2. *the instructions were easy to understand*
3. *the course materials were easy to understand*
4. *the course materials were of a high standard*
5. *the coach was supportive and informative*
6. *the venue was suitable and appropriate*
7. *I was extremely happy with this event*
8. *the course has helped me*
9. *I would recommend this course to a friend*

Please see the following summaries of the responses to these questions/statements.

**Q1. *the SCLP workshop covered the topics I expected***

	Yes	No	?	Tot.
No.	113	11	13	137
%	91%	6%	3%	



**Q2. *The instructions were easy to understand:***

	Yes	No	?	Tot.
No.	126	8	4	138
%	91%	6%	3%	



Q3. The course materials were easy to understand:

	Yes	No	?	Tot.
No.	133	2	4	139
%	96%	1%	3%	



Q4. The course materials were of a high standard:

	Yes	No	?	Tot.
No.	108	11	18	137
%	79%	8%	13%	



Q5. The coach was supportive and informative:

	Yes	No	?	Tot.
No.	127	1	4	132
%	96%	1%	3%	



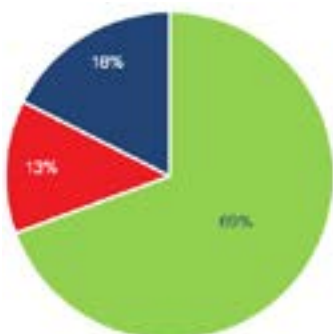
Q6. The venue was suitable and appropriate:

	Yes	No	?	Tot.
No.	100	16	14	130
%	77%	12%	11%	



Q7. I was extremely happy with this event:

	Yes	No	?	Tot.
No.	95	18	24	137
%	69%	13%	18%	



Q8. The course has helped me:

	Yes	No	?	Tot.
No.	109	9	22	140
%	78%	6%	16%	



Q9. I would recommend this course to a friend:

	Yes	No	?	Tot.
No.	102	13	23	138
%	74%	9%	17%	



## 6.2 Q10 TO Q12 SUMMARY

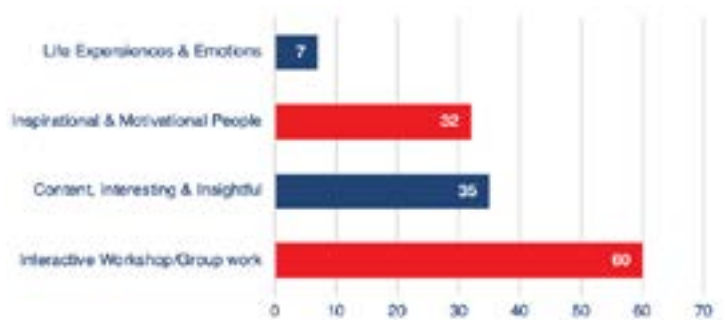
The final questions/statements were open answers, these were:

- 10. Please let us know what you liked best about the SCLP workshop
- 11. Please let us know how we could improve the SCLP workshop
- 12. In your own words tell us what you thought of the day

Please see the following summaries of the responses to these questions/statements.

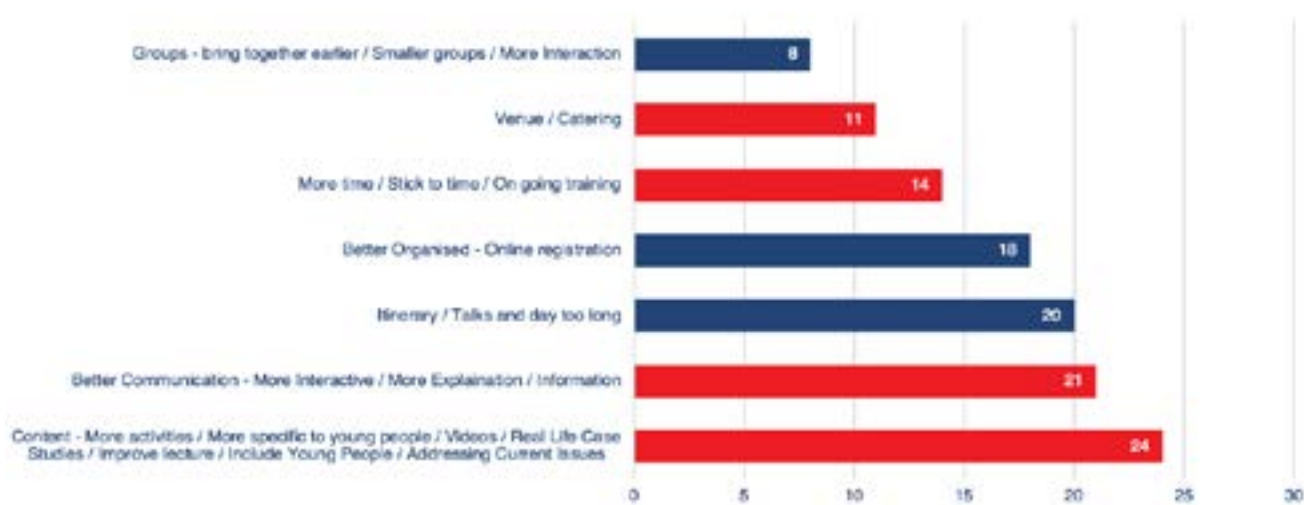
Q10. Please let us know what you liked best about the SCLP workshop

Comments Summary	No.
Interactive Workshop/Group work	60
Content, Interesting & Insightful	35
Inspirational & Motivational People	32
Life Experiences & Emotions	7



Q11. Please let us know how we could improve the SCLP workshop

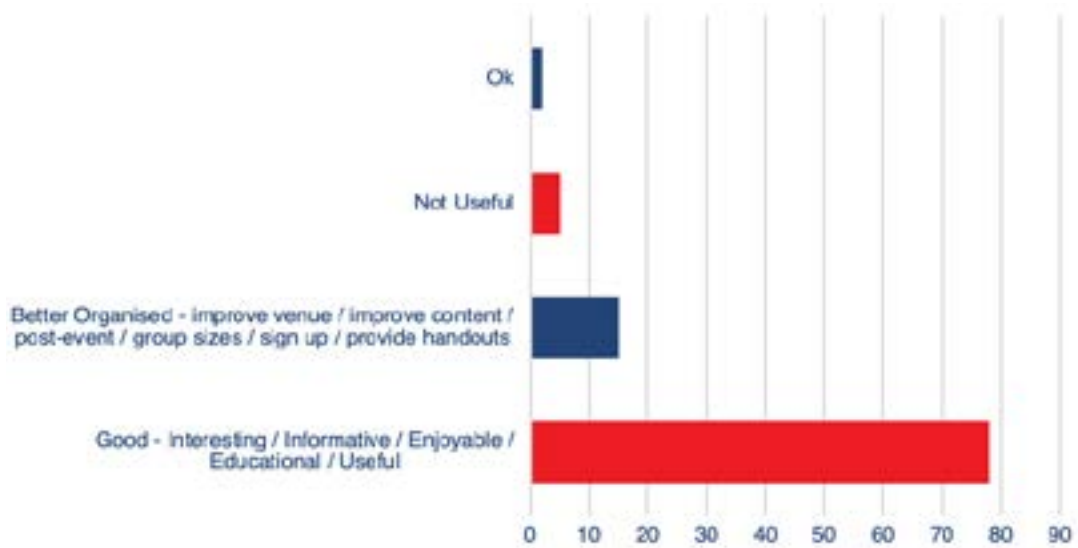
Comments Summary	No.
Content - More activities / More specific to young people / Videos / Real Life Case Studies / Improve lecture / Include Young People / Addressing Current Issues	24
Better Communication - More Interactive / More Explanation / Information	21
Itinerary / Talks and day too long	20
Better Organised - Online registration	18
More time / Stick to time / On going training	14
Venue / Catering	11
Groups - bring together earlier / Smaller groups / More Interaction	8



UEL student delighted to receive her YC UEL SCLP workshop certificate.

Q12. In your own words tell us what you thought of the day

Comments Summary	No.
Good - Interesting / Informative / Enjoyable / Educational / Useful	78
Better Organised - improve venue / improve content / post-event / group sizes / sign up / provide handouts	15
Not Useful	5
Ok	2



West Ham United Foundation coach, Elliot Webb, participating in the YC UEL SCLP Workshop

## 7.0 CONCLUSION & PROPOSALS/RECOMMENDATIONS

The first Social Coach Leadership Programme (SCLP) Workshop delivered by the Youth Charter at University of East London (UEL) proved to be a tremendous success with very positive feedback from students and staff. This provides the opportunity for the future delivery SCLP programme within UEL schools and courses and linked to universities wider Civic Engagement programme, with the opportunity to include local schools, youth clubs, community organisations and businesses.

UEL is located in the heart of East London where the challenges of youth violence are a daily experience for the local youth and communities. However, the university, along with local schools, youth clubs, community organisations, businesses and the Queen Elizabeth Olympic Park provide huge opportunities to engage, equip and empower the young people of east London and to help create safe and cohesive communities with opportunities for all...

### Proposals/Recommendations:

1. Social Coach Leadership Programme to be included as part of courses delivered by UEL Schools
2. Social Coach Leadership Programme delivered with local schools, youth clubs and community organisations through the UEL
3. Case study portfolio of UEL trained Social Coaches working with local youth and communities developed



Student graduates of the YC UEL Social Coach Leadership Programme with their certificates

# 8.0 APPENDIX

## 8.1 APPENDIX 1: FEEDBACK FORM



### Feedback Social Coach Leadership Programme Workshop



University of East London, Monday 25th February 2019

Name:	
Organisation:	
Position:	

	Yes	No	Don't Know
The SCLP workshop covered the topics I expected			
The instructions were easy to understand			
The course materials were easy to understand			
The course materials were of a high standard			
The coach was supportive and informative			
The venue was suitable and appropriate			
I was extremely happy with this event			
The course has helped me			
I would recommend this course to a friend			

Please let us know what you liked best about the SCLP workshop:

Please let us know how we could improve the SCLP workshop:

Thank you for participating in, and contributing to, the Social Coach Leadership Programme workshop. In your own words tell us what you thought of the day:

## 8.2 APPENDIX 2: FREQUENTLY ASKED QUESTIONS

### What is SCLP?

The Social Coach Leadership Programme (SCLP) is a structured development programme, training existing youth professionals and role model volunteers with the language, tools and engagement strategies to deliver sports, arts and socially based activities for young people aged 10-19 years of age.

### What are the benefits of SCLP?

SCLP prepares Social Coaches with skills to engage, motivate and inspire the mental, physical and emotional development of young people through sporting, artistic, cultural and digital activity.

### Why do we need Social Coaches?

Social Coaches fill a gap in the current lack of youth service provisions and aims to bring together sports coaches, teachers, public / private sector professionals, activity leaders, community volunteers, into a diverse currency of 21st century support for young people. Specifically, social coaches provide personal and social development life skills, mentoring and assistance to young people in a holistic, integrated and intergenerational approach.

### What do Social Coaches do?

Social Coaches engage, equip and empower groups of 10-19-year-old young people, predominantly working with disaffected young people from disadvantaged communities in both formal and informal settings.

### What makes the SCLP so different?

Emotional intelligence is at the very heart of a Social Coach in behavioural characteristics and their ability to perform any given setting from schools (primary to high & colleges), leisure centres as well as young people in the community. The action learning scenarios delivered on the part of the Social Coach Leadership experience considers the three engagement themes: Culture, Behaviour and Language. This brings a unique empathetic experience and commitment to young people, while delivering a cultural activity and experience.

### What are the qualities needed in a 'social coach'?

The Muhammad Ali Six Core Principles of **Confidence, Conviction, Dedication, Giving, Respect and Spirituality** are the characteristics that we seek in a prospective Social Coach. The personality qualities we seek to attract through this programme are:

- Empathy
- Strong moral compass
- Sense of humour
- Desire for developing young people
- Provide leadership inspiration
- Community focused
- Safeguard young people

### Where do Social Coaches work?

Social Coaches work within an identified and accredited group of hub facilities that make up a Community Campus. i.e. schools, colleges, universities, leisure centres, churches, community projects etc.

### How will Social Coaches be recruited?

Word of Mouth is the predominant method of reaching the target audience supported by an extensive multimedia infrastructure. Prospective Social Coaches are community minded citizens who care about young people in communities who wish to make a difference. Candidates enter the selection process by submitting an application form and personal statement, which demonstrates: who they are? what they have to offer? and how they believe they can contribute?



### What support will Social Coaches get?

Successful candidates are invited to join the programme, supported by an extensive range of interactive tools specifically developed by Youth Charter. These tools are methods of continued professional development (CPD) at all levels to ensure Social Coaches develop themselves and their communities. This is supported by a Social Coach peer network, webinars, and workshops.

### What activities are used?

Social Coaches utilise a wide range of sport, art, cultural activity, digital and community themed programmes offered through the Youthwise© portfolio. Programmes are selected to complement existing activities as well as meeting local needs. In addition to covering mainstream sports (Soccerwise©, Rugbywise©, Tenniswise©, Cricketwise©) Youthwise© also covers: Artwise©, Conflictwise ©, Carbonwise©, Cyclewise© with the list being updated regularly.

### Once recruited, how much time will I have to commit?

Delivery of activities will typically be between 2-10 hours per week.  
(Dependent of Social Coaches time availability)

### How long does it take to become a Social Coach?

A Fast Track module has been developed for prospective Social Coaches who are already working with young people. For other prospective candidates, it can take between 3 – 12 months. There is also a 3 year degree programme that is currently being developed.

### Where will the training take place?

Community Campuses are being developed throughout UK and overseas. To find your nearest Community Campus please visit [www.youthcharter.co.uk](http://www.youthcharter.co.uk) for the latest details.

### What personal commitment is required?

Social Coaches undertake formal training (aimed at a level appropriate to each candidate) alongside delivering Youth-wise© activities. Social Coaches are required to keep a diary as evidence of their development. Recording attendance of the young people and performance programme targets involved is vital to monitor progress and as such Social Coaches take this responsibility seriously. This currently being developed as an online tool.

**Do I need a DBS check?** Yes – we can assist you with this through our DBS service provider.

### How is it delivered?

The Social Coach Leadership Programme is delivered through several mechanisms (e.g. Workshops, online modules, webinars, reflective diaries, case studies) exploiting technology to enable a flexible learning approach. Most the learning will be a life and time engagement with young people within the existing community settings.

### Will participants get free access or use of facilities for personal or professional development?

The Youth Charter approach is based on a concept of win-win-win for all involved. Part of this approach is a credit scheme with earned hours translated into rewards redeemed through strategic partners. This is still in the development stage but updates will be provided as they become available.

### How do I get started?

Please e-mail: [youthcharter@btinternet.com](mailto:youthcharter@btinternet.com) detailing your interest in becoming a Social Coach along with your mobile number so that we can send you a unique reference to the Social Coach application form.

The Youth Charter would like to thank all of those who assisted in this workshop:

Raheel Butt

Jason Dickson

Ciara Drummond

Natalie Freeman

David Grevemberg CBE

Aisha Labefo-Adu

Gail May

Joanne Molyneux

Leah Netley

Siraj Sait

Dr Aneta D Tunariu CPsychol AFBPsS

Vanessa Varvas

Dr Carrie Weston

UEL USS Campus reception, security and catering staff



Geoff Thompson MBE FRSA DL presenting  
at the Youth Charter UEL Social Coach Leadership Programme



<b>Mission</b>	Sport, culture, art and digital technology - social and human development for life
<b>Vision</b>	Youth and communities engaged, equipped and empowered to contribute to a 21st Century Global Society for All.
<b>Opportunity</b>	To invest in the potential of our 21st Century Global Citizens.
<b>Objectives</b>	Engage, equip and empower young people and communities to maximise their social and cultural integration and active participation.
<b>Values</b>	<ul style="list-style-type: none"><li>• Positive happiness and fulfilment through active human and social engagement</li><li>• Positive mental and physical fitness for all</li><li>• Commitment to excellence and collaboration for all young people and communities</li><li>• Dignity, honesty, integrity and respect of self in all that we do</li></ul>
<b>Legacy Development Goals</b>	<ol style="list-style-type: none"><li>1. EDUCATION - attendance, attainment and performance</li><li>2. HEALTH - physical activity, wellbeing and active lifestyle</li><li>3. SOCIAL ORDER - civic rights and responsibilities</li><li>4. ENVIRONMENT - community cohesion and quality of life</li><li>5. FURTHER AND HIGHER EDUCATION, EMPLOYMENT AND ENTERPRISE</li></ol>

## Our Philosophy

*“Sport is an order of chivalry, a code of ethics and aesthetics, recruiting its members from all classes and all peoples. Sport is a truce, in an era of antagonisms and conflicts, it is the respite of the Gods in which fair competition ends in respect and friendship (Olympism). Sport is education, the truest form of education, that of character. Sport is culture because it enhances life and, most importantly, does so for those who usually have the least opportunity to feast on it.”*

**Rene Maheu**  
Former Director of UNESCO

## Our Vision

*“Vision without action is a dream.  
Action without vision is merely passing time.  
Vision with action can change the world...”*

**Nelson Mandela**



# Sporting Ambassadors

Over the past 26 years, the Youth Charter message has been inspired through teams and sporting ambassadors who have signed the Youth Charter Scroll in support of its work. These include:

Marcus Adam	Tony Doyle MBE	Clive Lloyd CBE	Greg Searle MBE
Neil Adams MBE	Adam Duggleby MBE	Lisa Lomas	Jon Searle MBE
Sir Ben Ainslie CBE	Paula Dunn	Helen Lonsdale	Teddy Sheringham MBE
Kriss Akabusi MBE	Richard Dunwoody MBE	Devon Malcolm	Ellie Simmonds OBE
Carlos Alberto Torres*	Scott Durant MBE	Gary Mason*	Judy Simpson OBE
Claire Allan	Tracy Edwards MBE	Kelly Massey	Lynn Simpson
Rob Andrew MBE	Farokh Engineer	Ally McCoist MBE	Jane Sixsmith MBE
Lord Jeffrey Archer	Mike England MBE	Mark McCoy	Nick Skelton OBE
Ossie Ardiles	Chris Eubank	John McEnroe	Callum Skinner
Mike Atherton OBE	Nicola Fairbrother	Mike McFarlane OBE	Phyllis Smith
Chris Baileu MBE	Sir Nick Faldo MBE	Barry McGuigan MBE	Sarah Springman CBE FREng
Jeremy Bates	John Fashnu	Steve McMahon	Ian Stark OBE
Jamie Baulch	Sir Alex Ferguson CBE	Mick McManus*	Ray Stevens
Bill Beaumont CBE	Will Fletcher	Diane Modahl	Athole Still
Jack Beaumont	Richard Fox MBE	Adrian Moorhouse MBE	Dame Sarah Storey DBE
Franz Beckenbauer	Janice Francis-Irwin	Nathan Morgan	Mike Summerbee
David Beckham OBE	Ryan Giggs OBE	Dewi Morris	Polly Swann
Paul Bennett MBE	Eugene Gilkes	Lutalo Muhammad	Iwan Thomas MBE
Louise Bloor	Phil de Glanville	Fiona Murtagh	Neil Thomas MBE
Chris Boardman MBE	Helen Glover MBE	Tania Nadarajah	Baroness Tani Grey-Thompson DBE
Lorna Boothe MBE	Dame Katherine Grainger DBE	Prince Naseem	
Toby Box	Jodie Grinham	Phil Neville	Victoria Thornley
Julia Bracewell OBE	Angus Groom	Martin Offiah MBE	Dennis Tueart
Abbie Brown	Sally Gunnell OBE DL	Wayne Otto OBE	Terry Venables
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Antony Cotterill	Colin Jackson CBE	Paul Reaney	Dutch Soccer Squad
Lord Cowdrey*	Simon Jackson MBE	Sir Steven Redgrave CBE	England Rugby Squad
Kadeena Cox MBE	David Johnson	Derek Redmond	England Soccer Squad
John Crawley	Michael Johnson	Annika Reeder	Ghanaian Under 17 Soccer Squad
Mark Croasdale	Jade Jones MBE	Sir Craig Reedie CBE	South African Soccer Squad
Katy Daley-McClean MBE	Jasmine Joyce	Cyrille Regis MBE*	South African Rugby Squad
Vanessa Daobry	Mary King MBE	Peter Reid	Lancashire County Cricket Club
David Davies OBE	Jürgen Klinsman	Sir Dave Richards	Manchester United Football Club
Sharon Davies MBE	Sir Robin Knox Johnston CBE RD and bar	Ellie Robinson MBE	
Anita L. DeFrantz	Sir Eddie Kulukundis OBE	Mark Rowland	
Rob Denmark	Sonia Lawrence	Joanna Rowsell-Shand MBE	
Lisa Dermott	Jason Lee	Louis Saha	
Emily Diamond	Rob Lee	Tessa Sanderson CBE	Ambassador's honours correct at date of publishing.
Anne Dickins MBE	Zoe Lee	Jazmin Sawyers	
Karen Dixon	Denis Lewis OBE	Emily Scott	Other international signatories available on request
Sandra Douglas	Lennox Lewis CM, OBE		
Tony Dobbin			

\*Deceased