

Fishing for Answers:

Final Report of the Social and Community Benefits of Angling Project

Section 6: Angling and Young People

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The full report is available at:
www.resources.anglingresearch.org.uk

6. Angling and Young People

In Brief

This section describes the positive role that angling can play in education, personal development and social inclusion of young people. Compared to other positive activities, angling has a very distinctive offer to make in terms of:

- Providing personal and social development opportunities
- Raising attainment in education and employment
- Diverting young people from crime and antisocial behaviour

6.1 Introduction and Context

In the last twenty years national policy has increasingly focused on positive activities as a means of addressing youth exclusion.¹⁵⁷ The Department of Education's (DfE) current vision, *Positive for Youth*,¹⁵⁸ has continued with this approach, outlining how youth services and targeted programmes for disadvantaged or 'at risk' groups will be expected to support young people to:

- Achieve in education and training
- Reduce engagement in crime and risky behaviour
- Access opportunities for personal and social development
- Participate in volunteering programmes.

The riots in the UK in 2011, along with record rates of youth unemployment¹⁵⁹, have placed disenfranchised youth firmly in the spotlight. Questions have been raised about young people's sense of alienation from society, their moral development, and the negative public attitudes towards them. New approaches to tackling these issues are needed to ensure all socially excluded young people are adequately supported. In particular the government is looking to the Voluntary and Community Sector (VCS) to play a greater role in the provision of sustainable youth services, with the National Citizenship Service in England and Volunteering Action Plan in Scotland being examples of how this role might be fulfilled.

Our research has found that the UK has become a leader in the field of targeted angling provision for young people, with a huge expansion of both national and local projects in the last decade.¹⁶⁰ This development has coincided with the emergence of specialist Angling-related Youth Intervention Projects (AYIPs) – organisations that are expert in the application of angling for working with disadvantaged young people (Figure 2). These specialist projects, alongside more general angling opportunities for young people by local angling clubs, river trusts and environmental charities, are contributing to a broad array of high quality service provisions for tackling youth exclusion.

157 See summary of previous policy in Djohari, N. (2009) *Angling and Young People Interim Report*, Manchester: Substance http://resources.anglingresearch.org.uk/sites/resources.anglingresearch.org.uk/files/Research_Task_2_Angling_and_Young_People.pdf; See also DCSF (2007) *Aiming Higher For Young People: A Ten Year Strategy for Positive Activities*, London: DCSF

158 Department for Education (2011) *Positive for Youth. A new approach to cross-government policy for young people aged 13-19*, London: DfE

159 1.03 million young people (16-24) were unemployed in the 3 months to Oct 2011, the highest since comparable records began in 1992, although calculations suggest the rate was higher in the mid 1980's *ONS Labour Market Statistics: Dec 2011*

160 For a typological breakdown on key provisions and approaches see Djohari (2009) op cit p24.

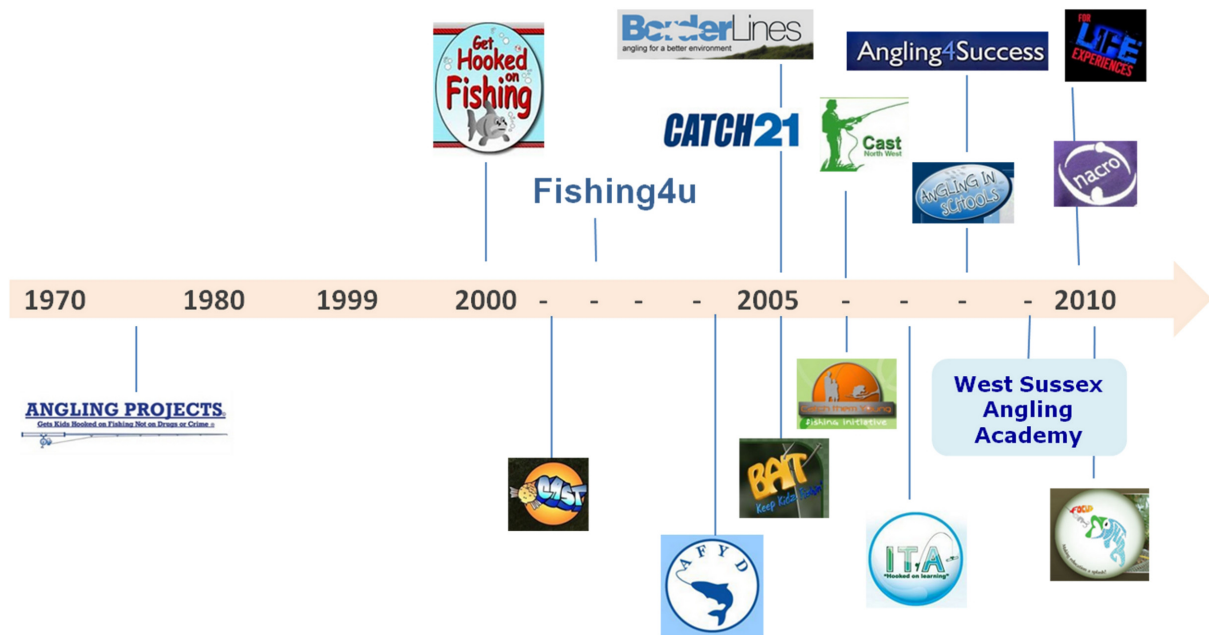


Figure 2: The Rapid Expansion of Angling-related Youth Intervention Projects (AYIPs)

Our research is based on extensive fieldwork between May 2009 and Sept 2011 and included in-depth action research with UK charity Get Hooked On Fishing (GHOF)¹⁶¹, 33 visits to other intervention projects, schools and angling events and over 400 interviews. It also included a survey of 219 young people and data submitted via online comment tools.

6.2 Angling's Contribution to Tackling Youth Social Exclusion

The UK is a leader in the field of delivering personal and social development outcomes for young people through angling.

In the past decade, the diversification of angling provision into more targeted youth work has created a distinct sector within angling with a particular focus on improved social outcomes rather than increasing angling participation.¹⁶² The majority of the work in this sector is carried out by Angling-related Youth Intervention Programmes (AYIPs) that make use of the distinctive features of angling participation to:

- Provide personal and social development opportunities
- Improve achievement in education and employment
- Divert young people from crime and anti-social behaviour.¹⁶³

¹⁶¹ <http://www.ghof.org.uk/>

¹⁶² Djohari, N. (2009) op cit, p24

¹⁶³ It is worth noting, however, that angling clubs and associations, individual coaches, river trust, and environmental charities also provide some services, particularly coaching for youth offending teams and environmental education courses in schools.

6.2.1 Angling as a Distinctive Tool for Youth Inclusion Work

Angling has some distinctive attributes that make it a particularly useful tool for young people's personal and social development.

We identified five attributes that make angling distinctive as a tool for engaging socially excluded young people as detailed in Table 6¹⁶⁴. AYIPs make use of these distinctive aspects to deliver programmes for young people that focus on: (i) personal and social development; (ii) diversion from crime and anti-social behaviour; and (iii) attainment in education and employment.

Attribute	Description	Relevance for youth intervention
1. Fascination and excitement	<ul style="list-style-type: none"> • Angling is something out of the ordinary. • There is an instantly gratifying 'buzz' from catching fish. • Young people often know of relatives that fish. • Angling is seen as part of the transition into adult recreation. 	The fascination and excitement of angling serves as an incentive for participation , drawing a diverse group of inquisitive young people into supportive services.
2. Celebrating success and mitigating failure	<ul style="list-style-type: none"> • Angling is 'levelling'- it is possible for a well-coached novice angler to catch a fish. • The perceived 'failure' of non-catching can be played down by referring to environmental variables rather than personal deficiencies. 	<ul style="list-style-type: none"> • Angling is especially suited to working with vulnerable young people who have low self-esteem and avoid activities that have an emotional risk of failure. • It is particularly attractive for those who do not participate in other mainstream sports and avoid peer competition.
3. Opportunity for mixed ability participation	<ul style="list-style-type: none"> • Angling enables mixed participation which is unusual in mainstream sports provisions. 	<ul style="list-style-type: none"> • Isolation from peers is reduced amongst young people who are excluded from participation in other sports or recreation. • Mixed participation means greater awareness, integration and toleration across social divides.
3. 'In-community' delivery	<ul style="list-style-type: none"> • Angling intervention work is not restricted to segregated environments • It allows young people to be visible participants in positive activities at venues where adults from their community also attend. 	<ul style="list-style-type: none"> • Young people can make the transition into adult spaces, learning responsible public behaviour and having meaningful contact with the community. • Members of the community have an opportunity to observe, speak to and re-evaluate young people as positive members of society.
4. Opportunities to contribute to society	<ul style="list-style-type: none"> • Angling creates opportunities to participate in conservation and community beach/river clean-up work. • Volunteering as peer mentors to deliver angling to other young people and members of the wider community is a key feature of AYIP programmes. 	<ul style="list-style-type: none"> • Young people learn self-awareness, develop understanding of the wider consequences of negative behaviour and find opportunities to contribute to society. • Peer mentoring is personally rewarding, developing confidence and self-worth, as well as encouraging empathy.
5. A varied and flexible tool	<ul style="list-style-type: none"> • Angling consists of a diverse range of practices across sea, coarse and game in a wide range of locations. • This makes it distinctly flexible as a tool for personal and social development; relationship building; and developing interests in learning. 	<ul style="list-style-type: none"> • By adapting angling techniques, angling projects can manage public encounters with socially anxious young people; build teamwork; facilitate 1-to-1 developmental work; build young people's concentration; create new challenges; and inspire learning in science and the environment.

Table 6: Angling's Distinctive Attributes for Youth Inclusion Work

¹⁶⁴ More detailed explanation is given in Djohari (2009) p15.

6.2.2 Social Exclusion and Personal and Social Development Opportunities

The best angling programmes take a holistic approach to tackling young people's exclusion.

'In school, I would sometimes hang out with the wrong crowd, older boys than me, but now I don't. If someone asks me I just say I don't want to do it. I've become more confident and listen to people when they're trying to help me.
(Interview with Male 15, Inclusion Through Angling project (ITA))

Social exclusion describes a complex process where *multiple factors* coalesce to prevent young people participating in the economic, social and political life of society.¹⁶⁵ Tackling social exclusion requires a **holistic approach** that acknowledges young people will require assistance on multiple fronts in order to re-integrate into society. Such an approach takes into account the personal capabilities of young people (e.g. underlying physical, mental or emotional difficulties; poor social development, education attainment); their social situation (e.g. living in care; parent in prison; a young carer); and structural disadvantages (e.g. living in areas of high deprivation or experiences of discrimination).

The key providers of high quality targeted social exclusion work in angling:

- i) Have expertise in working with challenging young people with a variety of complex needs
- ii) Are committed to high quality long term provisions
- iii) Are specialised in the delivery of personal and social development outcomes.¹⁶⁶
- iv) Often adopt a business model based around paid contracted work with schools, youth justice services and local authorities.¹⁶⁷

Key providers include: Get Hooked on Fishing (GHOF)¹⁶⁸ in England, Scotland and Wales, CAST Angling Project¹⁶⁹, and Angling For Youth Development (AFYD)¹⁷⁰.

Key aims and outcomes are best delivered by angling programmes that take a holistic approach to tackling social exclusion, working on young people's personal development by encouraging pro-social behaviour through activities such as volunteering. Key outcomes of this long term engagement approach include:

- Reduced engagement in crime and anti-social behaviour
- Re-engagement with education
- Improved confidence, self-esteem and resilience
- Raised aspirations
- Improved relationships with society

AYIPs work with a diverse range of young people, taking referrals from across education and the youth justice sectors in an attempt to have a lasting effect on transforming behaviour.



165 Duffy, K (1995) *Social Exclusion and Human Dignity in Europe*, Council of Europe; Klassen, S. (2000) *Social exclusion, Children, and education: conceptual and measurement issues* OECD.

166 See Djohari, N. (2009) op cit., p 36 a for a more detailed explanation.

167 Notable exceptions include Les Webber's Angling Project (London) and Angling For Youth Development (Scotland), who provide free services run by volunteers.

168 <http://www.ghof.org.uk/>

169 <http://www.castangling.co.uk/>

170 <http://www.afyd.co.uk/home.htm>

In Focus: Get Hooked On Fishing's Holistic Model

The GHOF approach to social exclusion works simultaneously on the multiple barriers to social inclusion. While GHOF concentrates on transforming behaviour at the level of the individual (developing confidence and self-esteem), they also provide opportunities to strengthen young people's close personal relationships, providing positive role models, family bonding opportunities and introducing young people to new peer groups.¹⁷¹ These supportive relationships give young people the confidence to develop their social and emotional skills further.

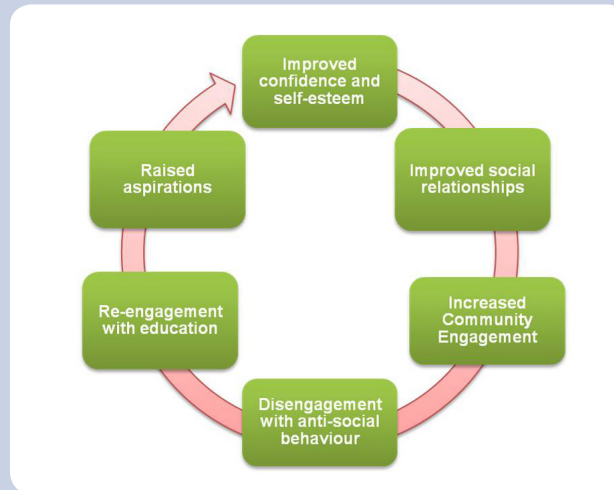


Figure 4: GHOF's Holistic Approach to Social Inclusion

Through their voluntary peer mentoring scheme, GHOF encourage young people to coach others, in the process developing empathy and important interpersonal skills.¹⁷² Peer mentoring at community events and local schools provides opportunities for young people to actively contribute to their communities. In turn their positive behaviour and visibility at these events and local fisheries, encourages the local community to interact with young people and transform the negative perceptions they have of local youths. This model is effective at tackling youth social exclusion because it facilitates a sense of belonging as well as equipping young people with the necessary skills to flourish.

6.2.3 Diversion From Crime and Anti-Social Behaviour

The most effective angling diversionary programmes establish exit routes into clubs and wider angling opportunities.

'By the time I was really starting into fishing I was hanging around with the wrong sort of people. I had two choices, it was either fishing or go out and start taking drugs. I chose fishing. It's good to offer angling to young people. It gives them options.' (Interview with GHOF peer mentor, 18)

The key providers in this area of work have historically been the police and fire service. One of the most notable is the annual East Cheshire Emergency Services Fishing Competition which attracted over 900 young people in 2010. More long term engagement provisions include:

- The police run Bestwood Angling Interest Team (BAIT in Nottingham)¹⁷³
- Fuzz Fishing Project (Boscombe)
- West Mercia and Humberside police forces working with GHOF.

The Angling Development Board of Scotland (ADBoS) are also developing new work in the Forth and Clyde area in conjunction with the police working with young people involved in gangs as well as other social inclusion work with Barnardos.

¹⁷¹ See Djohari, N. (2010a) *Young People's Voices Part 1: The Well-being Benefits of Angling Participation*, Manchester: Substance, p10; and Djohari, N. (2011) *The Added Value of Angling Intervention programmes* Manchester: Substance, p12-13.

¹⁷² For more detail see Djohari, N. (2009) op cit: pp37-38; and Djohari, N. (2011).

¹⁷³ Djohari, N. (2009): op cit p30 for case study. BAIT project website: <http://www.bait-project.co.uk/homepage.php>

Local Authorities and housing associations also provide funding or commissions activities from angling clubs and AYIPs to target 'hot spot' areas or provide diversionary activities during the school holidays. Amongst those we visited were King William IV Angling Society¹⁷⁴ in Manchester and Fishing4u in Hastings that delivers angling as part of the council's Active Hastings scheme, 'nesting' targeted intervention within open access provisions.¹⁷⁵

Key aims and outcomes of diversionary approaches are to provide alternative activities for those at risk of engaging in crime, anti-social behaviour, drug abuse and alcohol abuse.

However, providing temporary diversionary activities alone seldom proves to be a long term solution - the benefits only last as long as the programme is active. More progressively, we have found that the most effective angling diversionary programmes establish exit routes into clubs and wider angling opportunities, include personal and social development work to tackle underlying causes, and seek to rebuild young people's relationships with society. An example of these good practices can be found in programmes that seek to strengthen relationships between the young people and the police.

In Focus: Building Relationships Between Young People and the Local Police

West Mercia Police have been working with GHOF Shropshire in Meole Brace (Shrewsbury) since the charity set up locally in 2008. Meole Brace contains the second most deprived ward in Shropshire, falling within the top 14% most deprived wards nationally.¹⁷⁶ It has high levels of long term unemployment, poor health outcomes, and low levels of education attainment. When the community policing team and GHOF began working in the area, Meole Brace was classified as a priority 'red area', due to high levels of crime and anti-social behaviour and high fear of crime. Although deprivation continues to be an existing challenge, Meole Brace was removed from the local police 'red' classification in early 2010. Sergeant Darren Smith stressed that this success is not all down to the angling programmes he leads with GHOF, but he does believe angling has changed the relationship between young people and the police.

'We have seen huge reductions in anti-social behaviour, year on year...I think it's more to do with the relationship that's been built than the few hours we keep them employed. The spin-off is they [local young people] all know us very well and there is not a stigma attached to getting in touch and speaking to the police.' (Sergeant Smith, West Mercia)

The 2011 riots have highlighted a need for the police and young people to build stronger relationships and understanding. As Sergeant Smith explained, angling is particularly well suited to this:

'Angling gives you time to sit there and chat to young people. We do football sessions, but the difference with football is that you are there with them for an hour, you're running around, it's a good laugh and they enjoy themselves but there's very little engagement. Whereas if you're sat 5 or 6 hours next to some lad, trying to teach them how to fish, you start talking about all sorts of things...They get to know a little about you, you get to know a little more about them. A bit of mentoring takes place.'



174 http://www.heatonpark.org.uk/HeatonPark/Community_Groups/Anglers/

175 Djohari, N. (2009) op cit 45.

176 The English Indices of Multiple Deprivation 2007

6.2.3 Achievement in Education and Employment

Angling programmes are particularly effective at addressing the need for young people to attain in education and training.

'I've cut down my drinking a lot now and due to that I've done probably 5 or 6 qualifications in sports and fishing. I wouldn't have dreamed about it before. Now just from coming on one coaching course it's made me want to be a coach, and I've been offered a part time job with Sporting Chance.' (Interview with Male, 17, CAST Nottingham)

Education and training outcomes are particularly important given, at the time of writing:

- Over one million 16-24 year olds are unemployed¹⁷⁷
- An estimated 8.5% of 16-18 year olds are not in education, employment or training (NEET) in England.¹⁷⁸
- 13.7%.¹⁷⁹ young people in Scotland are NEET
- The long term public finance costs of current NEET 16-18 year olds is £9.1 billion with resource costs of £16.8 billion.¹⁸⁰

Boys from lower income backgrounds in particular are at higher risk of disengagement, with 19% eligible for free school meals not achieving 5 or more GCSE's¹⁸¹, and both permanent and fixed term exclusions disproportionately affecting this group in England and Scotland.¹⁸² Angling programmes are particularly effective at providing solutions for re-engaging this cohort by raising self-esteem, efficacy and aspirations alongside assisting them to meet basic levels of attainment¹⁸³.

The key players delivering this sort of work are:

- **Angling clubs**, assisted by the Angling Development Board (ADB) and the Angling Development Board of Scotland (ADBoS) who are increasingly offering enrichment opportunities by providing extra-curricular sports participation in schools.
- A growing number of **schools and colleges**, such as Lord Williams School (Oxford),¹⁸⁴ Barony College (Dumfries), and Sparsholt College (Hampshire) who offer vocational courses in fishery or land management.
- **AYIPs** who dominate the provision of more targeted educational support. Key amongst these are programmes offered by GHOF, Inclusion Through Angling (ITA)¹⁸⁵, CAST North West¹⁸⁶, AFYD and Angling4Success¹⁸⁷, that combine qualification attainment with more targeted personal and social development work to support those most disengaged with education.

The key aims and outcomes of angling-related education programmes are:

- Keeping young people motivated and engaged in school
- Increasing education attainment
- Raising aspirations and progression to further education, employment or training
- Intervening early with those at risk of disengagement
- Improving wellbeing and social integration in schools

This is achieved through programmes offered as part of a whole school approach and more targeted early interventions. Below we outline the four principal provisions:

- Enrichment and extra-curricular activities
- Complimentary learning programmes
- Qualification attainment through accredited courses
- Welfare and additional student support

177 Office of National Statistics (2011) *Labour Markets Statistics: Dec 2011*, London ONS.

178 This number is significantly down on previous years where it was at 10.4% in 2008. DfE *NEET Statistics, Quarter 4 2010*.

179 The Scottish Government (2011) *Local Area Labour Markets 2010*

180 Calculated from Audit Commission figures and current number of NEETs. Audit Commission (2010) *Estimating the Lifetime Cost of NEET: 16-18 yr olds not in education, employment or training*, London: Audit Commission

181 Dept. for Education (2009) *GCSE Attainment by pupil characteristic in England 2008/09*, London: DfE

182 Dept. for Education (2010) *Permanent and Fixed Period Exclusions from Schools in England 2009/10*, London: DfE; Scottish Government (2011) *Exclusion Data Set 2010/11*.

183 This is particularly the case because studies show young people who are statistically more likely to fail can quickly become demoralised by a culture that prioritises academic success through streaming in schools. Perry, E and Francis, R. (2010) *The social class gap for education achievement: a review of the literature*, RSA p11

184 Djohari, N. (2009) op cit.

185 <http://www.inclusionthroughangling.co.uk/>

186 <http://www.castnw.co.uk/>

187 <http://www.energize-solutions.co.uk/angling4success/>

i) Enrichment Provisions and Extra-Curricular Activities

Extra-curricular angling programmes run by angling clubs and intervention projects (such as GHOF, Les Webber's Angling Project and AFYD), are **quality social, cultural and recreational learning opportunities outside of the classroom** that develop students' personal interests, sense of achievement and self-confidence, making school life enjoyable. The **ADB's 'school-club link' programme** in particular has led to greater involvement by local angling clubs in the delivery of angling coaching and taster events in schools, with over 80 school-club events being delivered in 2010.¹⁸⁸ In Scotland, 2011 saw the launch of the first **ADBOS 'Club-Angling' programme**, linking Kinross Fishery with the local Community Sports Hub and Portmoak Primary school, in order to deliver a children's coaching programme and assist in the setting up of the first angling after-school club in the area.

Angling is particularly effective as an extra-curricular, enrichment activity because it provides **an opportunity to engage young people who do not participate or achieve in the traditional school sports or arts offers**. As one teacher from Thomas Adams School (Shropshire) explained, it can be a challenge to find activities for boys who are not interested in sports such as football. She goes on to explain:

'Angling is a way really for children who do not excel necessarily academically, do not excel on the sports field, they don't fit into those areas in school where they get a lot of praise, it's where they can actually achieve. But it's where any child can achieve, where even the brightest child can achieve, it really is equal for everybody which is why it works so well.'

A key feature of this type of provision is that it is offered as a **mixed participation opportunity**: it incorporates young people who need extra incentives, are at risk of disengagement, and who benefit from more experiences of success. Interviews with young people, teachers and coaches reveal this type of mixed participation approach removes the perceived stigma or 'unfairness' often associated with targeted programmes, and encourages young people to benefit from the influence of more positive peers.

ii) Complementary Learning Programmes

Angling is also used to complement curriculum education by providing **novel ways to engage young people in Science, Technology, Engineering and Maths (STEM)**¹⁸⁹ as well as **environmental learning** (see Section 3). Key examples include:

- **'Fishing For Knowledge'**, a programme delivered by Borderlines¹⁹⁰ across 21 schools in Dumfries and Galloway in partnership with District Salmon Fisheries Boards and Solway Heritage that introduces young people to their local environmental heritage.
- **Focus on Fishing (FoF)**¹⁹¹, which develops interest in STEM subjects through activities built around fishing tackle design and production using applied physics and maths.

Young people at the education project **Inclusion Through Angling** (Wales) identified two further features of complementary angling education courses that encourage curriculum learning:

- Scheduled angling breaks provided an opportunity for mental restoration in between difficult learning sessions
- Coaches provide additional personalised support to understand some of the more complex academic content

As one young person explained:

'In school I wouldn't follow instructions; I didn't use to listen as much as I do now. Now I'm much more focused...I can sit in the class room [at the angling centre] and they go through it step by step and they don't rush you on. You go at it in your own pace in the whole class room.' (Interview, Male 15, ITA)

188 Angling Development Board (2011) *Talent Development Plan for Angling 2011-2015*, Nottingham: ADB

189 The Wolf Report has raised particular concern that young people are not developing interest in STEM subjects. Dept of Education (2011) *Review of Vocational Education. The Wolf Report*, London: DFE 00031-2011, p76

190 <http://www.borderlines.org.uk/Fishing%20for%20Knowledge.html>

191 <http://www.fofacademy.co.uk/>

iii) Qualification Attainment through Accredited Courses

Over recent years numerous accredited courses have emerged in angling-related subjects. These include GHOF's AQA fishing modules, the OCN Introduction to Angling and the Environment, NACRO's Reading Angling Project's E2E pilot¹⁹², AFYD's Game Angling course¹⁹³, BTEC's in fishery management, land based industries, and the BTEC in Game Angling currently being developed by The Game Angling Instructors Association (GAIA), as well as numerous angling-related ASDAN and Foundation Learning courses.¹⁹⁴

Our observational visits and interviews with staff and young people suggest the importance of these courses is in developing the **soft skills** needed to go into the workplace and encouraging confidence, self-belief and renewed interest in formal learning, rather than in their GCSE equivalency credits. The exceptions to this, in terms of substantive qualification attainment, are the BTECs (see In Focus feature).

The establishment of the **Sports Leaders Award** in angling (ages 14-16) and the progress of young people into **Levels 1 and 2 UKCC Coaching qualifications** also provide additional attainment opportunities. Our interviews with young people found that although they were disengaged with education they often had a desire to complete further education or training, for example in youth work and community sports provisions. In **GHOF Liverpool** in particular, the professional development of these young people was encouraged further through access to volunteering opportunities and work related courses such as first aid and child protection.

'I'm looking into sports coaching or youth work now. Since I've been with GHOF, being a youth worker and seeing what goes on, it looks interesting...I've been on a few courses, equality and diversity, child protection and I've done my first aid. So gradually I'm getting to know it and my confidence is growing.' (Male 18, GHOF)

However the diversity, and varying quality, of angling related courses and qualifications suggests a need for some rationalisation and quality control by angling's governing bodies. This will help to improve and clarify current provision for both angling organisations seeking to deliver programmes and the education sectors wishing to commission them.

One example of good practice is a new partnership between **ADBos and Barony College**, in a development funded by Marine Scotland. This created an SQA approved progression award for angling, which schools will be able to deliver, creating approved education pathways in natural sciences, fish husbandry, fishery management and other angling related areas.

In Focus: BTECs and employment in the land based industries

BTECs are substantive, specialist work-related qualifications through which young people gain employer-recognised qualifications. Schools and AYIPs are beginning to offer angling-related BTEC courses (in fishery management and land based industries) as supplementary options at Key stage 4 (14+)¹⁹⁵, particularly (but not exclusively) amongst those at risk of disengagement. When taken alongside core GCSEs in Maths and English, these BTECs offer clear progression pathways into BTEC courses in further education and strengthen the feeder system into land-based industries. We found students engaged in angling related courses, particularly the BTECs, expressed a desire to move into broader land based industries including conservation, aquaculture, game and wildlife management, horticulture, and fishery management.¹⁹⁶

Projected estimates suggest the land based industries will need to recruit a further 232,000 employees across England, Scotland and Wales within the next 10 years, with a particular emphasis on recruiting more young people.¹⁹⁷ Consequently, angling-related BTEC courses represent a viable route into further education, training and employment, particularly amongst young people who may need encouragement and the incentive of personal interest to raise their confidence and aspirations.

192 <http://www.nacro.org.uk/services/thames-valley/nacro-reading-angling-project/>

193 Credit rated against the Scottish Course Qualifications Framework.

194 See Djohari, N. (2009) op cit p 33 for more detailed examples.

195 We visited three separate BTEC courses provided by GHOF Shropshire with Tudor Grange Academy (Worcester), GHOF Easington with Easington Community Science College (County Durham); and Lord William's School (Oxford).

196 Based on interviews with young people on BTEC courses as well as those engaged in wider education programmes run by GHOF, CAST, and Inclusion Through Angling.

197 Lantra. Land Based and Environmental Industries. Fact sheet, 2010-2011 for England, Scotland and Wales: <http://www.lantra.co.uk/Factsheets.aspx>

iv) Welfare and Additional Student Support

Angling is particularly suited to helping young people with additional welfare needs and behavioural or learning difficulties, especially ADHD.

Young people suffering behavioural or learning difficulties, experiencing bullying, or bereavement, who have difficult family circumstances, low attendance, or are experiencing difficulties making friends, can benefit from the additional personal support provided by dedicated angling programmes.¹⁹⁸ Angling also appears to have a very particular benefit for young people with **hyperkinetic disorders, such as ADHD**.¹⁹⁹

Interviews with teachers, parents and young people correspond with findings from our observational data that showed with repeat angling sessions young people (both with and without ADHD) were able to hold concentration – despite distraction – for longer periods of time²⁰⁰. Angling techniques combine prolonged focused attention with the instantly gratifying reward of catching a fish. When allied with the beneficial tranquil setting of green environments²⁰¹, angling appears to be effective in assisting young people to strengthen their ability to concentrate and control impulsive behaviour. Experienced young anglers eventually find less effort is required to maintain attention and angling subsequently becomes relaxing.²⁰²

'Once they get that bug, I think it's a combination of things, the environment they're in, other like-minded people, common interest. He's in control of what he's doing, and there's a routine to things, which for kids with any sort of cognitive issue, it seems to work. It's also short bursts of concentration followed by a reward. It's not landing fish all day, it's the peace that goes along with it. It's repetitive. It's a structure.' (Mother of young angler with ADHD)



198 See Djohari, N. (2011) op cit;

199 See Djohari, N. (2011) op cit; and Djohari, N (2010) op cit.

200 Concentration requires both selective attention (ability to focus on stimuli while suppressing distractions) and sustained attention (ability to maintain attention over a period of time). Brickenkamp, R and Zillmer, E. (1998) d2 Test of Attention. Göttingen, Germany: Hogrefe and Huber.

201 Newton, J (2007: 28) Wellbeing and the Natural Environment. A brief overview of the evidence. <http://www3.surrey.ac.uk/resolve/seminars/Julie%20Newton%20Paper.pdf>; Taylor, A.F., Kuo, F.E. & Sullivan, W.C. (2001) 'Coping with ADD: The surprising connection to green play settings' in *Environment and Behaviour*, 33(1), 54-77

202 This experience echoes studies on 'focused attention' meditation that suggest improving attention can be the product of trainable skill. Lutz, A; Slagter, H, Dunne, J; and Davidson, R. (2008). 'Attention regulation and monitoring in meditation' *Trends in Cognitive Sciences* Vol 12 (4); Maclean et al. (2010). Intensive Meditation training Improves Perceptual Discrimination and sustained attention. In *Psychological Science*, Vol 21 (6): p829-839.

In Focus: Getting the Measure of Attention in Angling

As a pilot to determine the possibility of measuring angling’s impact on attention and focus we used the d2 test of attention²⁰³ to measure before and after changes in 5 young people aged 14-15. The d2 test of attention measures both selective and sustained attention

The pre-test baseline was established one week prior to the angling session at the same venue. The results showed a dramatic increase for all 5 participants in both attention and inhibitory control (TN-E) and overall speed and accuracy of concentration performance (CP) following an angling session.

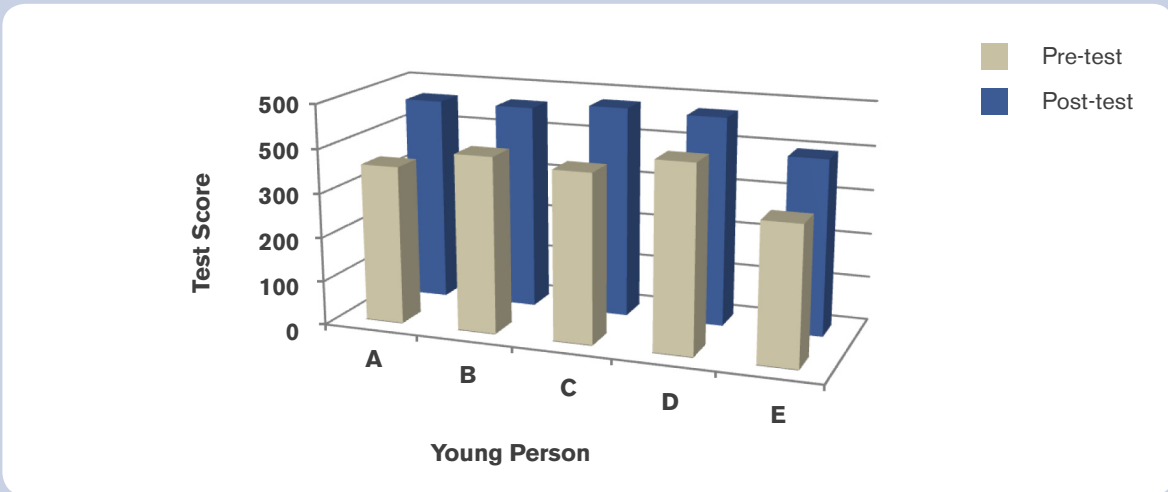


Chart 8: Pre- and Post-Test Scores for TN-E

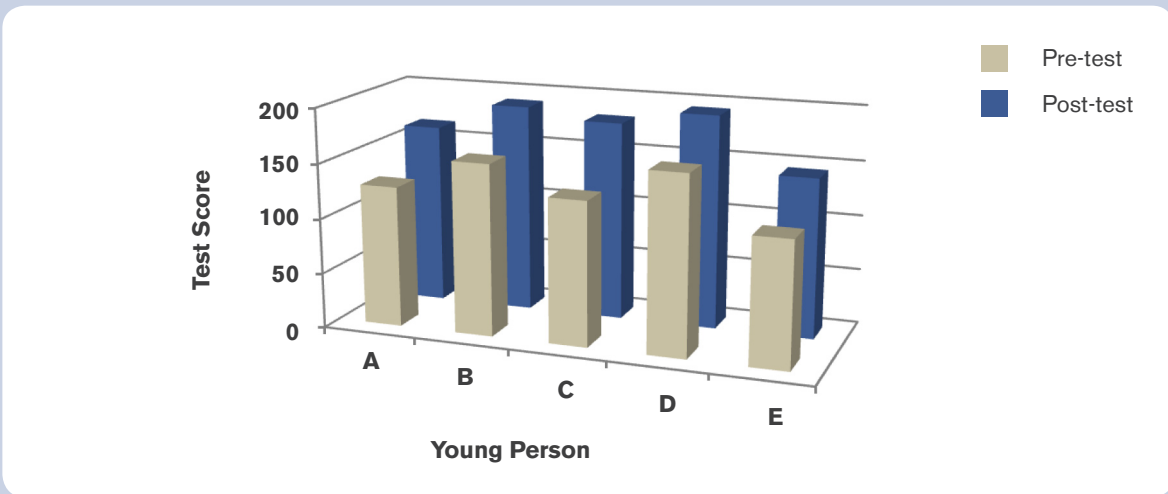


Chart 9: Pre- and Post-Test Scores for CP

The small sample size means these results are not conclusive in themselves, but they do demonstrate the potentially significant impact angling has on improving young people’s concentration and focus. Measurement of the effect within a controlled trial would give further quantitative weight to the qualitative findings from interviews with teachers, parents and professionals working with young people with hyperkinetic disorders. We recommend future studies focus on this particular aspect of angling and how improvement to attention may be beneficial for young people with ADHD.

203 Brickenkamp, R and Zillmer, E. 1998. *d2 Test of Attention*. Gottingen, Germany: Hogrefe and Huber. This is principally a visual cancellation test that has been used in both research and applied setting, including with young people with ADHD

6.3 Issues and Recommendations

6.3.1 Youth Inclusion Work and Angling

The provision of angling projects targeting personal development outcomes (AYIPs) has seen rapid growth within the last decade and represents the evolution of good practice in angling's work with young people. However, more needs to be done to raise the representation and knowledge of this exceptional work.

There is a need for raising awareness of the distinct offer angling can make to some of the most socially excluded young people within our society, across the angling sector and beyond. The interim reports produced as part of the *Social and Community Benefits of Angling* research project and the accompanying Angling Research Resources website (www.resources.anglingresearch.org.uk) have attempted to address some of this deficit. However, angling governing bodies need to work more closely with AYIP organisations and help advocate their work at the highest levels. The merger of the ADB and Angling Trust in England, and the expanding work of ADBoS and GHOF Scotland, represent a timely opportunity for this to happen.

In particular angling governing and development bodies should support angling's contribution to tackling social exclusion in the following ways:

- i) Provide greater clarity and guidance on key differences and expected standards of delivery. Currently the Sport England 'club mark' classification is used to recognise high quality sports provision. Angling governing bodies should look to develop a similar guidance system for educational and personal and social development programmes.
- ii) Angling governing bodies should actively promote the work of angling organisations engaged in tackling social exclusion. This can include:
 - Assisting angling projects to establish links with education, youth justice, and wider youth services and charities outside of angling, at local, regional and national level.
 - Providing centralised, online information explaining the work of AYIPs and contact details of projects to assist those seeking this type of service in their area.
 - Help develop shared approaches to monitoring and evaluation, reporting and best practice guidance, using the framework provided in Table 8 below.



6.3.2 Networking for Wider Recognition

The distinctive and innovative offer that angling has developed in the UK in relation to personal development work with excluded young people needs wider recognition. One way that this could be achieved is through the creation of a network of providers – possibly under the ADB and ADBoS – in order to help share good practice and key learning, particularly in the development of education courses, which would also help to avoid duplication and unnecessary competition.

In England the establishment of ADB regional officers and County Angling Action Groups (CAAGs)²⁰⁴ has begun to address some of the needed coordination and support of localised work. However, greater incorporation of AYIPs in particular is needed to rebalance a focus that has traditionally centred on sports development. In particular there is a need to further support angling's educational work in the following ways.

- i) Schools do not always have the necessary in-house expertise to offer high quality BTECs.²⁰⁵ Working with education providers, the angling sector can support schools wishing to incorporate angling-related BTEC programmes by:
 - Encouraging BTEC delivery by AYIPs with relevant expertise
 - Provide high quality materials to complement BTEC components
 - Facilitate partnering between schools and the fishery sectors
 - Build on and share good practice developed by BTEC providers at the school level.

- ii) The immense range of angling courses on offer can lead to confusion over what provisions mean in relation to content and qualification attainment. A review is urgently needed of angling-related education courses, to provide a more unified understanding within angling and clearer guidance for schools and education providers, parents and young people. The review should focus on clarifying:
 - The central purpose of courses (e.g. personal development or vocational training)
 - The substantive value of accreditations achieved
 - Potential routes for progression
 - Content, subject level and methods of assessment
 - The recommended level of staff expertise required to teach the course



204 <http://www.anglingresearch.org.uk/node/236>

205 Dept of Education (2011) Review of Vocational Education-The Wolf Report, London: DfE :95

6.3.3 Evaluating and Reporting

Across the sector, more needs to be done to effectively monitor, evaluate and report the outcomes achieved by disadvantaged young people from participation in angling. Only a more rigorous outcomes-based approach, supported by evidence collected from diligent monitoring, will support its ongoing development and wider recognition. This should follow the criteria of successful projects provided in Table 8.

	Essential	Desirable	Good to have
Aims and objectives	Clarity of purpose with clearly defined aims and objectives, long term engagement and exit routes.	Provision of volunteering opportunities and accredited outcomes.	Evidence of the link between programme type and subsequent outcomes.
Staff	Knowledge of angling and ability to work with challenging young people. Opportunities for professional development and on-going training of staff.	Staff of mixed age ranges will encourage further intergenerational engagement.	Staff of mixed gender and ethnicity can unlock participation amongst a wider range of groups and serve as important role models.
Organisational structure	Professional organisations meeting all child protection policies, with clear plans for sustainability	Steering groups incorporating key people from the community and young people.	Explore different organisational structures (e.g. mutuals and social enterprises).
Evidence (Monitoring and Evaluation)	Consistent monitoring and evaluation that includes number of participants as well as hard outcomes achieved (such as qualifications).	Soft outcomes and long term progress- such as exit routes. (e.g employment/ education)	High quality evidence of programme success from before-after trials/studies of specific interventions.
Organisational relationships	Working relationships with local police, schools and local authorities incorporating referral and information sharing systems.	Embedded within community networks that include youth services, police, education, and CAF panels.	Partnerships in delivery, training and knowledge exchange with practitioners across youth services.
Young people's engagement	Opportunities for young people's feedback to shape delivery.	Young people involved in decision making and steering groups.	Young people developing and running programmes.

Table 8: Criteria for Assessing Angling Based Youth Intervention Services