

Equality & Diversity Project

Social Cohesion Sport Programme with Community Foundation

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Introduction

Community Foundation Programme

Community Foundation is the Sport Leadership and Workforce Development programme at Queen Mary University of London. This programme allows us to develop a workforce of student leaders with training, CPD and funded qualifications in return for the sport and physical activity that they facilitate in the local community.

Social Cohesion Sport Programme

The Social Cohesion Sport Programme provides student groups with a platform to plan and deliver their own community projects with a focus on prominent issues in the local community. Based on research conducted in the community, we have identified 4 themes that we believe our student groups can raise awareness of by using sport as a vehicle to interact with a variety of target groups.

Student groups will be supported to design sustainable projects with the aim to continue annually with less reliance on financial support from the Community Foundation programme. Group will be required to contribute to the operational costs of their project by organising fundraising events/activities. We will encourage groups to donate any surplus funds to a UK registered charity that aligns with their project theme.

Equality & Diversity (Theme 4)

Theme 4 is Equality and Diversity and tackles issues of inequality in communities. Tower Hamlets is ranked as the 16th most ethnically diverse local authority in England. More than two thirds of its residents belong to minority ethnic groups, and we want to create a programme in which students can actively support these communities.

Project Themes

Vision

To plan and deliver sustainable projects that use sport and physical activity as a vehicle to raise awareness of key social issues within the local community of Tower Hamlets.

Theme 1 – Healthy Eating

Focus on healthy eating

- The benefits of healthy/balanced eating.
- The Eatwell Guide.
- Everything in moderation.
- Long & short-term impact of your dietary choices.

Theme 1 Target Groups

Local Primary Schools: Ages 8-11 (Years 4-6)

- Breakfast/Lunchtime/After-school Clubs.
- Parents/Guardians of the young people.

Theme 2 – Staying Active

Focus on staying active

- Health consequences of obesity.
- Causes and contributing factors.
- Physical activity and wellbeing.
- Lifestyle choices affecting health e.g. smoking

Theme 2 Target Groups

Local Secondary Schools and Community Groups: Ages 11-13 (Years 7-8)

- After-school Clubs.
- Youth Club sessions.

Theme 3 – Lifestyle Choices

Focus on lifestyle choices

- Effects of smoking, alcohol and substance abuse.
- Cost of choices – financial vs health.
- Gang culture and knife crime in the borough.

Theme 3 Target Groups

Housing Estates and Community Groups: Ages 13-17 (Years 9-12)

- Young people at risk of exposure to poor lifestyle choices.
- Estates/Youth Clubs with limited provision of recreational activities.

Theme 4 – Equality & Diversity

Focus on equality and diversity

- Identifying the target groups within the community.
- Raising awareness of the barriers to participation.
- Promoting the importance of inclusive sport provision.

Theme 4 Target Groups

Age – Open to all

- Local primary and secondary schools
- Community groups and outreach programmes
- Housing estates

Project Timeline & Finance

Overview

In order to help students to deliver sustainable projects, we encourage them to contribute to their project costs and each year, the contribution from Community Foundation will reduce. By year 3, student group projects should largely be self-sustainable. Community Foundation will continue to fund training and qualifications, but any additional project funding will be discussed with groups on a case-by-case basis. Based on previous years, projects should cost no more than £500 and the more sustainable the project is, the less it will cost annually.

Year 1

- Student groups express interest to be involved with the programme.
- Project ideas discussed with the Community Foundation team.
- Sessions arranged with the local schools/community groups.

Financial Contribution from Community Foundation

- **50%** of project costs. Up to £250.
- **100%** of CPD & qualification costs.

Financial Contribution from Student Group

- **50%** of project costs. Up to £250.

Year 2

- Student groups do not need to reapply in order to continue with the same project idea.
- Projects developed from evaluation of the previous year.

Financial Contribution from Community Foundation

- **25%** of project costs. Up to £125.
- **100%** of CPD & qualification costs.

Financial Contribution from Student Group

- **75%** of project costs. Up to £375.

Year 3

- Student groups enter their final year on the programme.
- Discussions with Community Foundation about whether or not the project will continue to receive support.

Financial Contribution from Community Foundation

- **0%** of project costs unless agreed.
- **100%** of CPD & qualification costs.

Financial Contribution from Student Group

- **100%** of project costs. Up to £500.

Fundraising

RAG (Raise and Give)

Queen Mary Students' Union's charity fundraising activity where you can raise money for good causes whilst having fun. We encourage student groups to engage with RAG Adopt a Charity. The idea is to identify a UK registered charity that is aligned with the group's project theme. Once the financial contribution has been reached by the groups, any surplus funds raised will then be donated to their chosen charity. We strongly advise student groups to remain in contact with the charities to seek approval and support with their projects.

External Funding

An option would be to seek and apply for pots of funding to support projects. Some student groups have already secured sources of funding for community outreach projects and these could be used to cover project contributions. Other student groups are welcome to apply for small grants that they are eligible to apply for. The Community Foundation team can provide further guidance on this but please note that this is a less sustainable option as small grants are only likely to be awarded for a duration of one calendar/academic year.

Average Project Costs (based on previous years)

Details of cost	Cost
Venue Hire (Tournaments/Festivals)	£100
Equipment	£200
Marketing (Posters, wristbands etc.)	£30
Medals & Trophies	£75
Refreshments/Water	£20
Other Resources (Project specific)	£75
<u>Total</u>	<u>£500</u>

RAG - Adopt a Charity

1. Choose a UK registered charity and let us know.
2. Plan and run fundraising events. Check <https://www.qmsu.org/rag/fundraise/> for guidance.
3. Promote your events! Email: su-rag@qmul.ac.uk & communityfoundation@qmul.ac.uk so that we can help.
4. Cash in the money that you raise at the SU Hub or BLSA reception. Email communityfoundation@qmul.ac.uk with the exact amount raised.
5. Complete the donation request form when cashing in the money.
6. Share photographs to be included in the RAG monthly round-up.

Equality & Diversity - Overview

Social Message

The importance of providing opportunities for everyone to engage in sport and physical activity regardless of age, gender, religion, ethnic background or disability.

Aim

To raise the awareness of the challenges faced by hard-to-engage groups in the local community and to provide a platform for these groups to engage in sport and physical activity.

Theme 4 – Equality & Diversity

Focus on equality and diversity

- Identifying the target groups within the community.
- Raising awareness of the barriers to participation.
- Promoting the importance of inclusive sport provision.

Delivery Method

Session Activities

- Engaging and inclusive rather than of a competitive nature.
- Structured sessions in addition to pop-up sessions.

Mentoring

- Short periods of discussion with breakout groups to cover topics relating to inequality and discrimination.

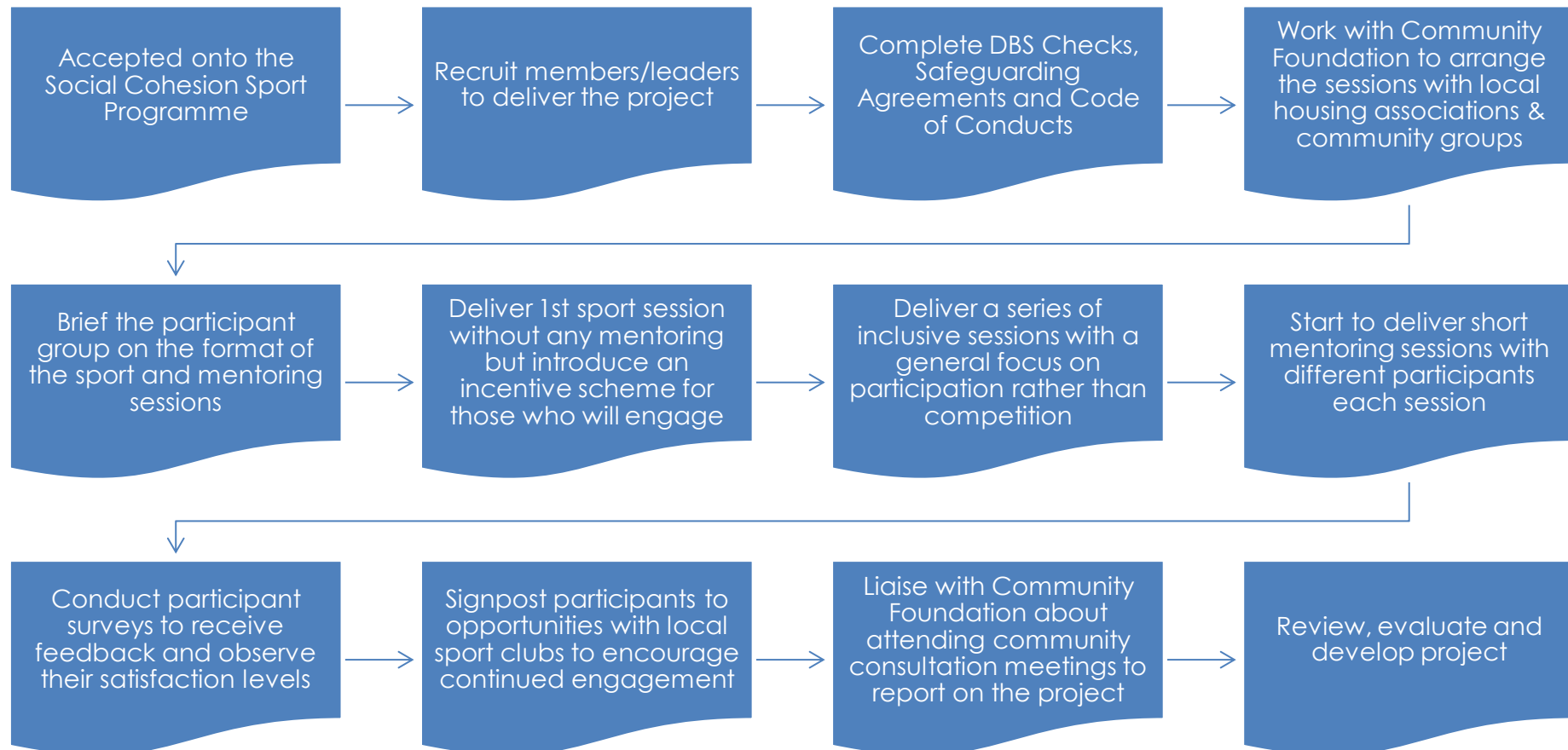
Further Participation

- Signpost participants to local organisations/clubs for opportunities to continue participation in the sport.

Project Partners and Resource Contributors



Equality & Diversity – Example Project



Equality & Diversity – Mentoring Topics

Aim

The mentoring topics in this booklet are to be used as a guide and prompt discussion within small breakout groups of participants.

Exposure to Others

- Understanding types of discrimination:
Direct/Indirect/Harassment/Victimisation
- Understanding acceptance and respect:
Age/Disability/Gender/Race/Religion & Beliefs/Sexual Orientation
- What is inclusivity?

Wider Implications

- How do your actions affect others?
- How are communities affected by issues relating to Equality and Diversity?
- How does inclusion or lack of it affect people and communities? In what ways can we encourage and promote inclusion?

Health and Wellbeing

- How can you find and access information, advice and support networks?
- How can we support those in need?
- How can you use our knowledge and understanding to promote equality, diversity and inclusion in our local community?

Other

- What are your personal goals?
- How will you achieve these?
- How will you make sure your choices are respectful of others?

Equality & Diversity – Data Collection and Reporting

Data Collection and Reporting

Session data

- Submitted online via the Community Foundation website.
- Number of participants, age group, location & duration.

Participant surveys

- Feedback on their experience of the project.

Community consultation meetings

- Measuring the impact of the project against expectations.

Leader feedback surveys

- Feedback on their experience of the project.

Dissemination

- Findings to be shared with the local community, Queen Mary University of London and other institutions.

Participant Surveys

Why are they important?

- Feedback surveys to observe the satisfaction of the participants.

Process

- Feedback surveys to be completed at the end of the project.

Community Consultation Meetings

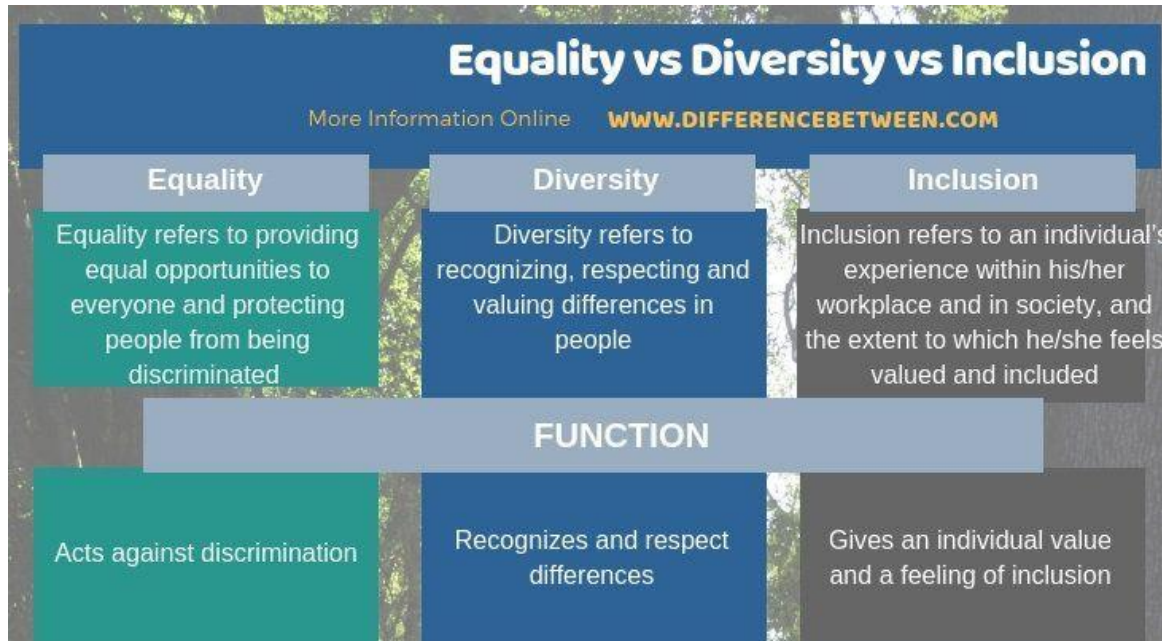
Why are they important?

- To measure the success of the project by comparing outcomes against the expectations of relevant parties in the local community. This will allow us to identify any changes to be made in order to develop the project.

Process

- Expectations from the community (housing associations, council, rapid response & others) will be collecting during specific working group meetings.
- A consultation meeting with the group will be arranged following the project in order to evaluate and identify any areas for development.
- Project leads will have the opportunity to attend with the Community Foundation team.

Equality & Diversity – Supporting Information



Useful websites for further information:

<https://www.ethnicity-facts-figures.service.gov.uk/>

<https://www.unhcr.org/uk/sport-partnerships.html>

<https://www.unhcr.org/uk/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html>

<http://equalityinsport.org/>

<https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/sport-for-all.pdf?6LJ9XFHhwVzvcV7GBSPeRZHS2hvJlU6d>

https://www.towerhamlets.gov.uk/lgnl/community_and_living/borough_statistics/Borough_profile.a.spx

Key Findings

- Gender segregation by type of sector and type of occupation accounts for Women are 50% more likely than men to work in low paying jobs.
- GEO's national LGBT survey: 19% of respondents in education had experienced verbal harassment, insults or other hurtful comments in the last year due to being LGBT, and at least 21% had their LGBT status outed to other people without their permission.
- People with a disability or long-term illness are over twice as likely to face bullying or harassment in the workplace as non-disabled people.
- The unemployment rate for black, Asian and minority ethnic people (8 per cent) is nearly double that of white British adults (4.6 per cent), with a larger gap in the North (13.6 per cent) than the South (9 per cent).
- 36% of over 50s felt they had been disadvantaged at work because of their age.
- At the United Nations General Assembly in October 2015, the first ever Refugee Olympic team was announced to take part in the 2016 Olympics. This has grown and the team will be appearing again in the 2020 Olympic Games.

Appendices

HM Government Gender and Equality Roadmap – July 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821889/GEO_GEEE_Strategy_Gender_Equality_Roadmap_Rev_1_1.pdf

HM Government Equalities Blog

<https://equalities.blog.gov.uk/>

National LGBT Survey – Summary Report – July 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722314/GEO-LGBT-Survey-Report.pdf

UNHRC – Sport for Protection Toolkit: Programming with Young People in Forced Displacement settings – 2018

<https://www.unhcr.org/uk/publications/manuals/5d35a7bc4/sport-for-protection-toolkit.html>

The Equality Standard – A Framework for Sport

<http://equalityinsport.org/>

Sport England – Sport for All: Why ethnicity and culture matters in sport and physical activity – January 2020

<https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/sport-for-all.pdf?6LJ9XFHwVzccV7GBSPeRZHS2hvJIU6d>

Tower Hamlets Borough Profile - 2018

https://www.towerhamlets.gov.uk/lgnl/community_and_living/borough_statistics/Borough_profile.aspx