

Sporting  equals

Promoting ethnic diversity across sport & physical activity

INSIGHT

BME Coaching in Sport

December 2011

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1. Foreword

Professor Patrick Duffy, Professor of Sport Coaching, Leeds Metropolitan University

The UK Coaching Framework sets out the agenda for the creation of an inclusive and cohesive system in the UK that is world leading and defines clear actions and parameters for this to happen. In this regard, it is critical to support the further development and growth in the coaching workforce to help the delivery of governing body participation and performance targets., In order to do this we need to have a clear understanding of the participant populations we are working with and the types of coaches and skills which are required to respond to a diverse range of needs, aspirations and abilities.

The current profile of the coaching workforce in the UK is not representative of the wider community. The figures speak for themselves as only 3% of the total workforce are BME coaches and 1% of qualified coaches are BME. Clearly, there is a significant issue to be addressed in the recruitment and development of coaches from BME backgrounds. Given the 'inclusive' nature of the vision of the UK Coaching Framework, there is an urgent need to identify the way forward in terms of increasing these figures.

The responsibility to take action rests with us all. A mindset change is required within national, regional and local organisations, with a clear commitment to more strongly engage with BME sport participants, parents and others in the initial stages of their coaching journey. Existing coaches need to play an important part in helping support and mentor others from the wider community to get involved with coaching. There needs to be a greater degree of encouragement and support for those who might wish to take the first step into coaching and we need to value and draw on peoples life experiences so that they develop the desire and confidence to become involved.

This research by Sporting Equals is very timely and provides important data on the issues facing entry level coaches from BME communities. It provides the basis upon which existing coaching programmes and the National Occupational Standards should be reviewed. The objective should be to ensure that the inclusive aspiration of the UK Coaching Framework is translated into a vibrant reality that will impact on the lives of children, players and athletes who are guided by motivated and skilled coaches drawn from BME communities.

Arun Kang, CEO Sporting Equals

Our *Insight* demonstrates a strong interest in coaching from BME communities, however the current systems are causing barriers. Issues such as information, marketing, visibility of role models, and employment prospects are all having a negative impact on people's perceptions of coaching and access is often limited through internal recruitment mechanisms and social networks which BME communities are often not part of.

BME communities have different life and cultural experiences which the coaching workforce can benefit from. To get on the first rung of the coaching ladder it may be difficult for some communities. Issues such as culture, confidence and educational background may be problematic, however, with support, most communities can get involved in coaching provided they are given equal access to opportunities within the sporting infrastructure.

This report sets out some clear approaches which sports coach UK and National Governing Bodies can take to work together to help grow the coaching workforce alongside increasing participation levels.

2. Introduction

The representation of BME coaches in the coaching workforce, is below the level that would be expected (sports coach UK, 2009)³, with only 1% of all qualified coaches drawn from such backgrounds. The purpose of this report is to look at the key issues around entry level coaching for BME communities and provide advice and guidance to the sports sector, National Governing Bodies and key agencies such as sports coach UK. The aim of the research is to provide advice to help increase the number of coaches from within the BME community which should in turn aid the overall growth in sports participation.

3. Methodology

In order to ensure we gained insight from a cross section of views from BME communities, Sporting Equals deployed a mixture of research methods which included desktop research, focus groups, one- to-one interviews and an on-line questionnaire. As this research paper focuses on entry level coaching it was important to gain feedback from both coaches and participants interested in getting involved in coaching and the research was tailored accordingly.

Desktop research was used to look at the existing coaching profile in the UK.^{1,2,3} This was supported by a review of key findings for coaching from the systematic literature review on BME communities and sport.⁴ Alongside this seven focus groups were delivered which captured the views of a cross section of 51 people who were a mixture of coaches and participants interested in coaching. This was supported by 2 further consultations which involved one to one interviews with 9 people. A further 3 interviews were carried out with high profile BME role models to look at best practice and this feedback has been included as case study material in the report.

Two on-line surveys were set up with the assistance of sports coach UK and this link was distributed to Sporting Equals networks and other key contacts. This resulted in feedback from 65 coaches and 18 participants interested in coaching.

In total the research has accessed a total of 146 people from a wide diversity of ethnic and religious backgrounds and ages.

4. Background

Effective coaches play a vital role in developing, sustaining and increasing participation in sport, as well as in the attainment of international success. The 2012 Olympic Games presents exciting challenges for sport in the UK. Coaching will play a pivotal role in the UK to create a lasting UK-wide legacy for sport and coaching.²

The overall vision of the UK Coaching Framework is to:

*'create a cohesive, ethical, inclusive and valued coaching system where skilled coaches support children, players and athletes at all stages of their development'*²

Central to the achievement of this vision is the supply of suitably skilled coaches to guide the improvement of sports participation in a way that both matches and stimulates demand. Coaches play a strong role in meeting demand by sustaining participation, in

creating opportunities for personal progress, and creating opportunities for new participants to enter into sport and thus play an important role in activating latent demand.^{2,3}

Coaching also has a key role to play in embracing diversity in sport and promoting inclusion of all groups.⁴ The strongest experiences of sport can be attributed to personal motivation, family, coaches, peers and club/schools support. Coaching is a powerful catalyst for positive change in the UK. Effective sports coaches help guide children, players, athletes and disabled people to fulfill their potential.²

The link between participation and guided sport amongst adults is an important one. Evidence from the UK Coaching Framework suggests that the more frequently adults participate in sport, the more likely they are to receive support from a leader, coach or other. Guided sport is seen as a central contributor for making sport happen – over a third of regular participants use guided sport to help support increased participation growth.²

5. Profile of Coaching in the UK

Coaching in the UK remains an activity dominated by white, middle class males and, with the possible exception of disability, remains disproportionate to the UK population. 69% of all coaching related roles are male (moving up to 82% for qualified coaches and head coaches) compared to 49% of the UK population. Only 3% of coaches are from ethnic minority backgrounds compared to 8% of the UK population and over three quarters of coaches (76%) are from the ABC1 (upper/middle social class) social grouping compared to 55% of the UK population.²

	Coaches		Qualified Coaches		UK Population
	Number	Percentage	Number	Percentage	
White	1,072,801	97%	586,994	99%	92%
BME	36,218	3%	5,924	1%	8%

Broken down further by ethnicity, the coaching workforce is under-representative of the UK adult population, especially for qualified coaches. 97% of all coaches and 99% of qualified coaches reported themselves as white compared to 92% of the UK adult population.¹ Therefore only 3% of coaches and only 1% of qualified coaches are from BME backgrounds.¹

Most coaches are volunteers (76%), while the remainder are either part time paid (21%), or full time paid (3%). Volunteers coach for an average of 3 hour per week, part-timers for 4 hours and full-timers for over 30 hours.² No BME figures are available for these data sets.²

This social grouping status and reliance on volunteering has a clear correlation to the underrepresentation of BME groups in coaching. People from minority ethnic groups are, on average, much more likely to be in income poverty than White British people.⁵ They are also more likely to have higher levels of unemployment, experience less social mobility and live in high areas of high deprivation within the UK.⁶ Black and minority ethnic groups are also less likely to participate in sport with formal coaching compared to white groups.⁷

6. Supply of Coaches

In 2008 there were 1.11 million coaches providing 1.6 million coaching hours per week. Of these 610,000 were 'coaches' or 'head coaches', 590,000 had a coaching qualification, and 420,000 were both.² The greatest number of coaches exist in the South East, London and North West regions of England.¹

It is estimated that about 8% of coaches leave the industry every year and these are continually being replaced, with a net increase of 5%. However, existing mechanisms seem unlikely to produce the magnitude of increases required to meet the Governing Body and Sport England growth targets in relation to overall growth in sports participation.²

The targets set out in the UK Coaching Framework (2008) suggest that there would need to be a 178% increase in coaching hours to meet the annual growth projections. A 'mixed economy' model approach is preferred which increases the part time paid coaches by 51% full time paid coaches by 65% and reduces the reliance of volunteers by 6%.²

7. Coach Development

The current system of qualification is focused on the United Kingdom Coaching Certificate (UKCC) system, which identifies four functional coaching roles: Level 1 Assistant Coach (supervised), Level 2 Session Deliverer (independent deliverer), Level 3 Annual Planner, Level 4/5 Long Term, Specialist and Innovative Coach.²

Evidence from the UK coaching framework suggests that the majority of qualified coaches are Level 1 (33%) or Level 2 (36%). Smaller proportions have reached Level 3 (19%) with fewer still at Level 4/5 (12%). However these figures should be treated with caution as sports coach UK and individual governing bodies suggest that these figures may overestimate the Level 3 and 4/5 coaches taking into account that many sports have limited or no provision at these levels.²

In addition, among coaching assistants a growth in qualifications to 60% is proposed. This target makes for a non-qualified population of 40% among coaching assistants and will allow for the continuation of pathways into coaching that are not preceded by taking formal qualifications, but rather by experience and exposure to situations where coaching is required. Increasingly, such experiences should occur within a situation where coaches lead sessions and play a supportive and mentoring role for those assistants who may wish to take the step into more formal, active coaching roles for which a qualification should be deemed a prerequisite.²

There is increasing evidence that coaches use and value a wide range of learning source or environments as they develop, reflecting a balance between informal – e.g. experience of coaching practice, observing other coaches and mentoring – and formal opportunities – e.g. coaching awards/qualifications and workshops.² These informal experiences are essential to help encourage more BME young people into coaching who may lack the opportunities, skills or confidence to take on a coaching role without support.

8. Participant Model

The participant model outlined in the UK Coaching Framework emphasises that sporting experiences should be individualised as far as possible to meet participants' unique requirements. For example, coaches will be encouraged to think of the individual first, and then use this broader knowledge base to meet the participants' needs as appropriate to their development.²

The participant model has important implications for coaching through the identification of high level coaching roles. The model focuses on coaches undertaking a variety of roles – children's coaches, participation coaches, performer development coaches – rather than just high performance coaches.²

The individualised needs led approach will help participants to determine the broad coaching roles, a key principle is that the coaches undertaking these roles receive development opportunities and support which meet their individual needs. The implication is moving away from mass-market approaches to coach development and support, making learning opportunities flexible to individual need and recognising a need for a balance of informal and formal opportunities.²

This individualised approach will help open up the development of sporting pathways to meet the needs of disadvantaged groups. It is likely to prove popular with BME groups who need more flexibility around learning and development alongside placing emphasis on the participant and ensuring their needs are met.²

9. Sporting Equals *Insight* Findings

9.1 Focus Group *Insight*

Seven focus groups took place on the following dates:

1 November 2011	Focus Group 1, Handsworth	5 participants
3 November 2011	Focus Group, Nechells	8 participants
3 November 2011	Focus Group 2, Handsworth (2 sessions)	14 participants
8 November 2011	Focus Group, Newtown (3 sessions)	24 participants

Two further consultations took place where coaches were interviewed on a one to one basis;

16 October 2011	Interviews, MWSF Futsal Event	6 participants
30 October, 2011	Interviews, Moseley Taekwondo Event	3 participants

In addition, three interviews were carried out with Tasnim Desi, Rachel Yankey and Bobby Bhogal, who are high profile coaches and role models within the BME community. Feedback from these interviews has been used to develop the case study/best practice section of the report.

In total the direct consultation process involved Sporting Equals receiving feedback from a total of 63 people from a wide range of ethnicities, religious backgrounds and age profiles as defined below:

FOCUS GROUP PROFILES									
	STATUS	MALE	FEM- ALE	ETHNICITY		RELIGION		AGE RANGE	
Handsworth Focus Group, (1), 01.11.11	4 Coaches 1 Non Coach	3	2	Black African Black Caribbean White & Black Caribbean	1 3 1	Christian No Religion Not Stated	1 2 2	16-20 20-30 30-40 40-50 50+ Not Stated	1 3 1
Nechells Focus Group 03.11.11	4 Coaches 4 Non Coaches	8	0	Black Caribbean	8	Christian Not Stated	3 5	16-20 20-30 30-40 40-50 50+ Not Stated	1 1 6
Handsworth Focus Group, 2 03.11.11	1 Coach 13 Non Coaches	7	7	Black African Black Caribbean Asian Pakistani Other - Portuguese	1 10 2 1	Christian No Religion Muslim Not Stated	4 5 2 3	16-20 20-30 30-40 40-50 50+ Not Stated	4 2 1 7
Newtown Focus Group 08.11.11	4 Coaches 20 Non Coaches	11	13	Black African Black Caribbean White & Black Caribbean Black Mixed	2 18 2 2	Christian No Religion Muslim Not Stated	5 13 1 5	16-20 20-30 30-40 40-50 50+ Not Stated	3 7 3 2 1 8
ONE TO ONE INTERVIEW/CASE STUDY PROFILES									
	STATUS	MALE	FEM- ALE	ETHNICITY		RELIGION		AGE RANGE	
MWSFF Futsal Event 16.10.11	6 Coaches	0	6	Black African Black Somali Asian - Indian White Other	2 2 1 1	Christian No Religion Muslim Not Stated	2 4	16-20 20-30 30-40 40-50 50+ Not Stated	6
Moseley Taekwondo Event 30.10.11	3 Coaches	3	0	White and Black African White and Black Caribbean Black Caribbean	1 1 1	Christian No Religion Not Stated	1 1 1	16-20 20-30 30-40 40-50 50+ Not Stated	2 1
Case Study Profiles	3 Coaches	2	1	Asian Asian - Indian Black Ghanaian	1 1 1	Muslim Sikh Not Stated	1 1 1	16-20 20-30 30-40 40-50 50+ Not Stated	3

- Note - Non coaches are participants involved in sports who are interested in coaching



The facilitation of the focus groups resulted in the identification of a number of themes, issues and solutions relating to entry level coaching among BME communities. The following table identifies the key issues which emerged from the focus groups which have been broken down under the following key headings: Coaching Infrastructure, Access to Information, Access to Courses, Inclusivity & Culture. The solutions are those which have been directly identified the participants involved in the research.

Barriers	Issues	Solutions
Coaching Infrastructure		
System not engaging with young people	Lack of coaches and role models within the community.	Employ local area managers from within the community to help co-ordinate sport and coach development. Produce more coaches from the BME community.
Networks, support not available	Progression Challenges – awareness of ‘glass ceiling’ preventing people from moving up the ladder into e.g. management, higher level coaching.	Create better opportunities to network within sporting environments so individuals can make connections and get to access to opportunities when they become available.
Coaching seen as a hobby not as a careers as coaching pathways not visible	Families less supportive of children going into sports as this is not seen as a viable career.	Market coaching as a career and make visible employment pathways.
Access to sports	Lack of access to many wider sports such as golf, tennis, bowling, swimming etc.. BME communities should not be limited to or pushed to coaching only in certain sports.	Non traditional sports such as golf, tennis etc. need to be more proactive in encouraging BME groups to get involved in coaching.
Lack of supportive infrastructure	Need to provide a platform for individuals to take the initial steps into coaching.	More support to help people from disadvantaged backgrounds to aspire to become coaches.

Access to Information		
Information and Advice	Lack of information about how to access qualifications and coaching opportunities.	Provide information at a local level through clubs and community settings, schools and colleges. Advertise in appropriate spaces: posters, leaflets, radio, Facebook, WhatsApp, Twitter.
Lack of Communication	Miscommunication /misunderstanding of the prospects in sports.	Meetings, updates, reviews and links through colleges and schools. The need for good networking tools, e.g. newsletter, social networks.
CRB checks	Speed up process and cost. Accurate information.	Assist with cost and completion of forms.
Access to Courses		
Locations for training and timing of courses/events	Lack of availability of courses in local areas at suitable times	More information on course availability through local colleges, community centres, and youth clubs. Courses should be put on in local areas where feasible.
Finance Problems	Cost of courses. Location of courses.	Sponsorship, funding, grants towards cost of qualifications. Awareness of grants and funding opportunity. Work with businesses to develop sponsorships and scholarships to increase participation and give opportunities to people with a talent for sport.
Qualifications	Need for qualifications holds people back, more vocational training is required for people who lack the language skills or confidence to become coaches. Qualifications and experience from other countries is not considered despite people having the relevant skills to deliver coaching.	Introduce a vocational qualification as part of 'on the job' training and development.
Academic achievement is given more emphasis than advancement in sport.	People need to understand coaching as a career at an early age.	Greater encouragement is needed, through schools and parents, to help young individuals to aspire to become coaches, this can only really be done through role models in the community.
Inclusivity & Culture		
Sexism	Coaching perceived as an option predominantly for males - females not give equal opportunities.	Promote coaching as more unisex/universal through appropriate promotional material and other information/marketing.
Class System, Racism, Discrimination	Lack of talent identification in local communities. Lack of equality of opportunity to all groups when opportunities become of available. Postcode discrimination (i.e.: access limited to where you live).	Give people a chance to prove themselves and encourage BME people to try out for coaching positions. Support coaches within BME communities to fulfill their potential through clear career development pathways.

	Perceptions that organisations offering opportunities do not really want 'BME participants/coaches'.	Introduce work shadowing/mentoring programmes to help people develop confidence.
Role Models/Mentors	Lack of BME role models as coaches.	Identify and promote more role models from local community.
Culture	Some BME groups require female only environments and coaches need to be adaptable to meeting these needs. There is a need for more BME female coaches from within the community. People assume dress is a barrier and don't look beyond this.	Sports organisations to invest in their staff development to raise cultural awareness and improve understanding of the different communities in their areas. It would be useful to have cultural awareness built into courses and encouragement and initiatives for more BME women help support women only activities. Be adaptable to people, e.g. headscarves, dress etc



9.1.1 Feedback from the focus groups highlighted the following key issues;

9.1.1.1 Coaching Infrastructure

Coaching was perceived as an opportunity for privileged individuals who had access to opportunities and were able to commit time to coaching on a voluntary basis. Coaching was not seen as a career but more as a hobby which was done in someone's spare time. For many BME communities it is not considered as an option as pathways are often not visible and not enough information is available about the opportunities available.

There is a lot of misunderstanding about the prospects in sports/coaching. Coaching is not positively perceived due to the lack of incentive and employment opportunities. Initially some people would be happy to volunteer short term however they would expect some support to enable them to progress into paid employment.

Recruitment processes were seen to be disadvantaging BME communities, as information about opportunities was not accessible. Perceptions were that most clubs recruit within their internal structures and therefore BME communities are already at a 'disadvantage', as they do not associate within those social circles and do not have access to the networks which are necessary for accessing coaching opportunities and in particular opportunities for coaching in paid work.

This is a particular issue for non traditional sports such as golf and tennis for example, who have a membership base which does not reflect the wider community and therefore access to opportunities is limited.

Feedback also suggested that clubs need to engage better and have buy-in from the community. The current lack of engagement has created barriers which prevent people from linking in to existing infrastructures. One focus group participant highlighted that 'football scouts are likely to go to places like Solihull to identify talent rather than come to places where BME communities exist such as 'Handsworth' so the community doesn't get any support'. Without coaches, there is a real sense in which a self-replicating cycle occurs, where sport participation is affected, leading to a smaller base from which to recruit potential future coaches.

9.1.1.2 Availability of Information & Finance

Those who were interested in getting involved in coaching were not clear how they would access information or how to gain qualifications. Although a strong interest for coaching opportunities existed, the lack of understanding around 'where to start' and 'who to talk to' prevented people from taking this interest further.

Another key issue highlighted by all the groups was the limited amount of information around how they could access funding to gain qualifications. Most felt that the cost of the courses was expensive. Several individuals who had left school and had a passion for sport, wanted to get involved in coaching however lacked the finance to be able to progress further. Location was also another issue as most people would have to travel outside of their local area to access courses, this often put people off, particularly those experiencing financial difficulty.

9.1.1.3 Access to Courses

Location played an important part in accessibility as often those on low incomes were unable to get to courses due to the cost of travel. It was suggested that there would be more take up for courses if there were direct links into colleges which would also enable coaching to be promoted as a career and provide opportunities at a local level.

At entry level most people felt more could be done to help support individuals to build up skills and confidence on the job through mentoring and work shadowing programmes prior to them taking the Level 1 qualification as they would have a better idea of what would be involved. This reflects the need to more strongly focus on the needs of those playing 'pre-coaching' roles, as identified in the UK Coaching Framework.

Those in the groups who had difficulties with language and confidence felt more 'on the job training' would be more appropriate to help them build up their skills to enable them to access Level 1. For example, despite having the skills and coaching experience, one individual from the Caribbean had found that his language held him back from gaining Level 1 and a lower level vocational course may have addressed this problem. These issues also suggest the need for altered tutoring and examination styles that take account of literacy and language challenges.

There was a clear need for 'women only' courses as many women felt intimidated in male environments, whilst others had cultural sensitivities to take into account such as carrying out activities which involved one to one contact with men.

9.1.1.4 Inclusivity & Culture

The issue of sexism was raised by a number of females who felt that coaching was portrayed as a 'male' activity and females were not given access to equal opportunities, particularly those women who were happy to coach both males and females.

Talent identification was also an important issue as people felt that access was denied because they lived in a particular area and they would not be 'welcome' by the establishment in a more 'affluent' area, despite having the qualifications and the skills. This perception is particularly strong as one individual stated that he had experienced this problem first hand when applying for a paid coaching position.

The lack of visibility of role models was a key issue as people perceived coaching as something which wasn't accessible to their community as they saw only a small number of people from their own communities accessing coaching as a career. The establishment was perceived as 'all white' and lack of black and Asian role models perpetuated this problem. Issues around 'fitting in' also emerged as people felt uncomfortable with the way things were being managed, most felt that subtle forms of discrimination existed in light of progression and opportunity.

Parental Influence was a particularly big issue for BME girls. Most girls are not encouraged to take part in sport as parents don't see the value and are often not inclined to send their daughters into perceived 'male' environments. There is therefore a real need to educate parents about the benefits of sport and to emphasise the need for more female coaches to ensure female only environments are accessible when girls do want to take part in sport.

Schools and colleges could play a big part in helping to promote the benefits of sport and coaching and offering reassurance to parents.

The key cultural issues related to ensuring 'women only' environments were available and coaches understood the religious sensitivities. It was felt that more could be done through courses to help understand these issues.

9.1.1.5 Feedback from Coaches

Those who were coaches found that there was a lack of progression routes from volunteering into paid coaching. There is lack of support within the infrastructure to support coaches to progress through to elite levels, despite a heavy reliance on them. This is a perception that needs to be addressed, with realistic data and advice available to help potential coaches understand the pathways that exist in volunteer; part-time paid and full-time paid roles.

It was also felt that opportunities for paid coaching positions were not marketed within BME communities when they became available, so people were not able to access paid work within mainstream clubs unless they had inside knowledge. Often BME coaches coached within their own communities either on a voluntary or part time basis and they felt other opportunities were limited despite them being suitably qualified. Clearly, there is a need to value and support volunteer coaches working within BME communities and to highlight the social and personal benefits that can accrue from such involvement.

Feedback suggested that access to coaching progression and paid work were restricted to the elite few and restricted to professionals already within the systems. One suggestion put forward was to run regular coaching development days to allow coaches to network, pick up job opportunities and tie them into networks they would not otherwise be a part of.

9.1.2 *Insight Interviews*

9.1.2.1 Consultation One

The Muslim Women's Sports Foundation held a national female only Futsal event on 16th October 2011. Seven female coaches were interviewed as part of the research to look at how they have progressed into coaching and the barriers and challenges they faced. The age range of these females varied between 16 and 30.

All of the females were coaching at level 1 and wanted to progress further but were experiencing a number of barriers including cost, limited course availability in local areas and lack of information around progression.

Two of the women were undertaking coaching full time however they were paid and were part of an organisation supplying coaching staff to schools and the wider community. The remaining women coached part time and did this more as a hobby as they had a keen interest in sport and saw this as a recreational activity and also as part of giving something back to the community.

Four out of the seven women were introduced to coaching through a specific funding initiative e.g. Tesco skills programme, they were unlikely to have pursued coaching as a career had this support not been in place. The remaining two women were active sport

participants and were encouraged to get involved in coaching through peers and role models.

Five of the women coach females in female only environments due to their religious boundaries. They have found that the support from the Muslim Women's Sports Foundation has enabled them to do this as organisations often don't appreciate the cultural sensitivities of working with women from BME backgrounds.

The women all agreed that to increase the number of coaches, the focus needed to be on existing participants who are already engaged in sport however they also specified a need for more female role models to help encourage girls and women to take up coaching. All emphasised the need for more female only courses as a way of encouraging females from BME backgrounds to get involved in coaching and the need for clubs to be receptive to female only requirements.

Quote from South Asian Female regarding a coaching course:

'I walked into a room full of men and found the whole experience overwhelming, the group work made me feel uncomfortable as activities meant I had to work with males who didn't appreciate the cultural sensitivities.'

The women emphasised the importance of parental consent and the need to link in to schools, and colleges to help parents understand the benefits of sport. Coaching and sport were perceived as a male activity and initial barriers needed to be broken down.

9.1.2.2 Consultation Two

The second consultation took place with three Taekwondo instructors on 30th October 2011. They all practiced martial arts and felt that there were fewer barriers as Taekwondo had its roots in South Korea and was already a popular sport with BME communities.

The issues for Taekwondo were slight different to other sports as you had to be involved as a participant and move up the ranks to a 'black belt' before you are able to access coaching. The instructors did however stress that this was key in all sports as the experience of taking part in sport is essential for coaching.

9.2 Insight Summary

For many BME communities coaching is not positively perceived due to the lack of incentive and employment opportunities. Often recruitment processes disadvantage communities, as individuals are not part of the networks which are necessary for accessing coaching opportunities and in particular opportunities for paid coaching opportunities. Feedback did however suggest that some people would volunteer if the relevant support was in place and if they were encouraged through role models.

Those who were coaches found that there was a lack of progression routes from volunteering into paid coaching and for progression up the professional career ladder. It was also felt that opportunities for paid coaching positions were not marketed within BME communities when they became available, so people were unable to access paid work within mainstream clubs unless they had inside knowledge despite being suitably qualified.

Although a strong interest for getting involved with coaching existed, the lack of understanding around where to start and 'who to talk to' prevented people from taking this interest further. Cost and location are also two key issues which prevent people from accessing courses, particularly those experiencing financial difficulty.

At entry most people believed that more could be done to support individuals to build up skills and confidence 'on the job' through mentoring and work shadowing programmes prior to them taking the Level 1 qualification, however there needs to be a shift in power within existing infrastructures to enable this to happen.

There was a clear need for 'women only' courses and 'women only environments', as some women felt intimidated in male environments, whilst others had cultural sensitivities such as carrying out activities which involved one to one contact with men. Alongside this there is a need to educate parents about the benefits of sport where schools and colleges could take a role in helping to promote the benefits of sports and coaching.

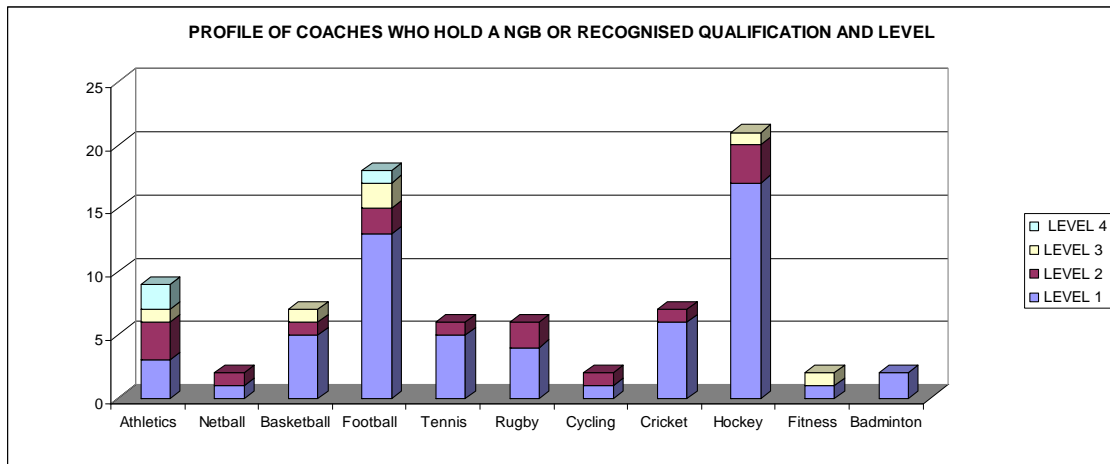
The lack of visibility of role models was also a key issue as people perceived coaching as something which wasn't accessible to their community as they saw only a small number of people from their own communities accessing coaching as a career. People were uncomfortable about the way things were being managed and many felt that subtle forms of 'discrimination' and 'sexism' existed in relation to progression and opportunity.

9.3 Questionnaire *Insight*

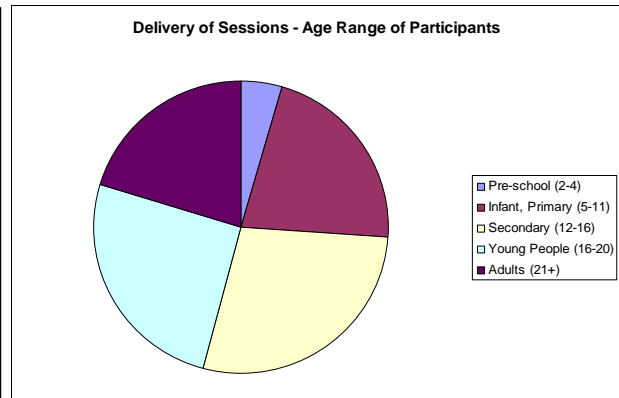
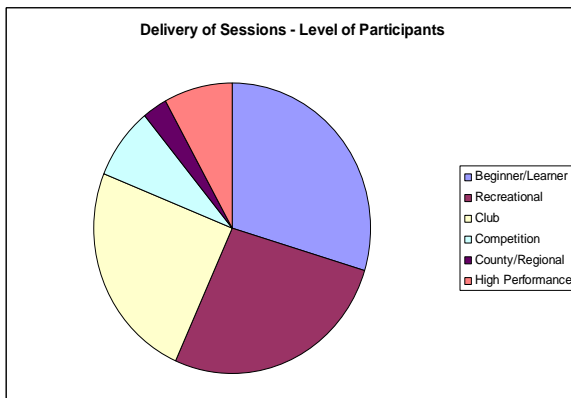
Two questionnaires were put together to capture input from both BME coaches and BME participants interested in getting involved with coaching. With the help of sports coach UK both surveys were converted to web based versions and distributed on-line to maximise exposure. 65 responses were received from coaches and 18 responses were received from participants, a total of 83 responses.

QUESTIONNAIRE PROFILES									
TOTAL	Male	Fem-ale	Not Stated	Ethnicity		Religion		Age	
Total response to coaching questionnaire - 65	40	24	1	Black African	4	No Religion	18	16-20	6
				Black Caribbean	13	Christian	22	20-30	22
				Black Mixed	2	Muslim	11	30-40	11
				White/Irish/Scot/Welsh	18	Sikh	7	40-50	16
				White Other	1	Hindu	1	50+	6
				Asian - Indian	8	Other	2	Not Stated	4
				Asian - Sikh	1	Not specified	4		
				Asian - Pakistani	6				
				Asian - Other	6				
				Asian - Sri Lankan	1				
				Turkish, Cypriot	1				
				Not Specified	4				
				Total response to participant questionnaire - 18	3	12	3	Black African	6
White & Black Mixed	2	Christian	1					20-30	7
White/Irish/Scot/Welsh	1	Muslim	6					30-40	2
Asian - Indian	2	Sikh	1					40-50	1
Asian - Pakistani	2	Not specified	5					50+	0
Not Specified	5							Not Stated	0

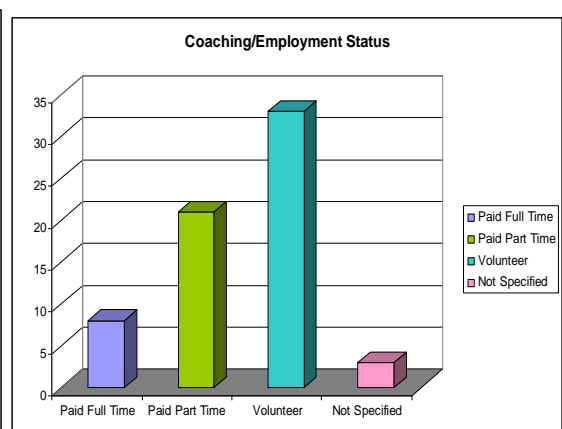
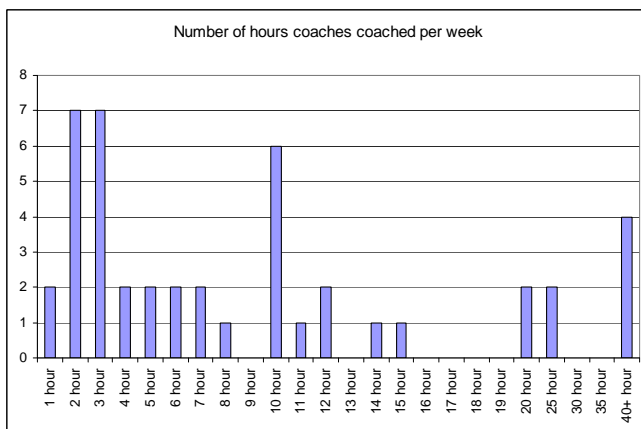
9.3.1 Feedback from Coaches



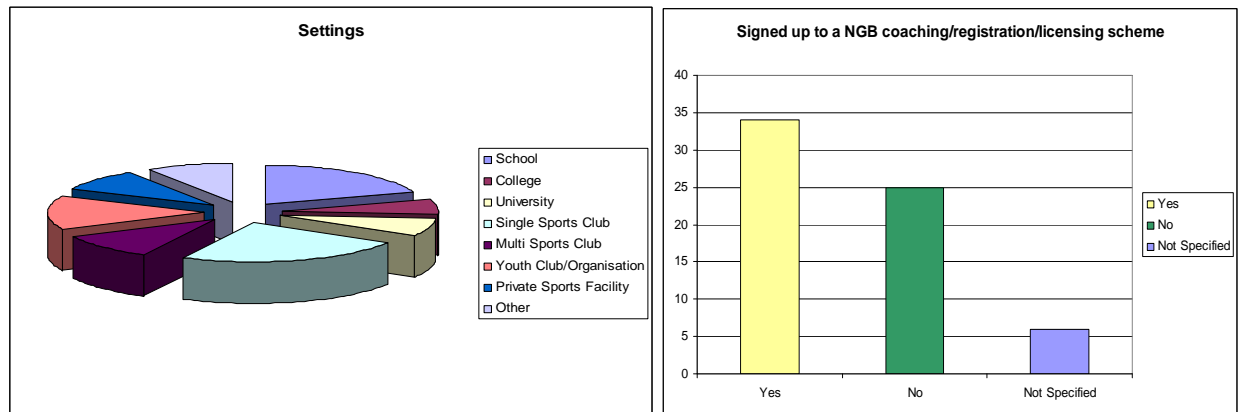
The main sports where coaches held a NGB or other recognised qualification are shown above. Most coaches in the sample were involved with Hockey, Football and Athletics. These sports also had a higher proportion of qualified coaches above level 1. Other sports identified by respondents but not shown in the graph above include Gymnastics, Handball, Boccia, Lacrosse, Dance, Swimming, Tag Rugby, Squash, Golf, Fencing, Volleyball and Table Tennis.



The level and age range of participants who the coaches delivered sessions to varied across the sample as detailed above.



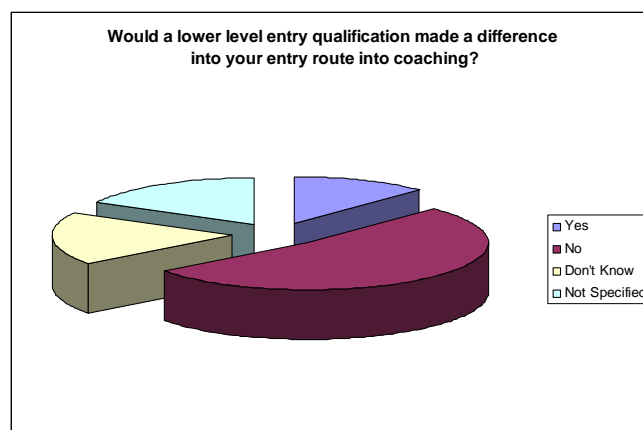
The majority of respondents in the sample stated that they coached both white and BME groups. The number of hours people coached varied considerably in light of employment status, however most people in the sample were volunteers or paid part time staff.



The coaches coached in a variety of coaching settings as detailed above. Over 50% of the coaches in the sample stated that they were signed up to a NGB/coaching registration or licensing scheme.

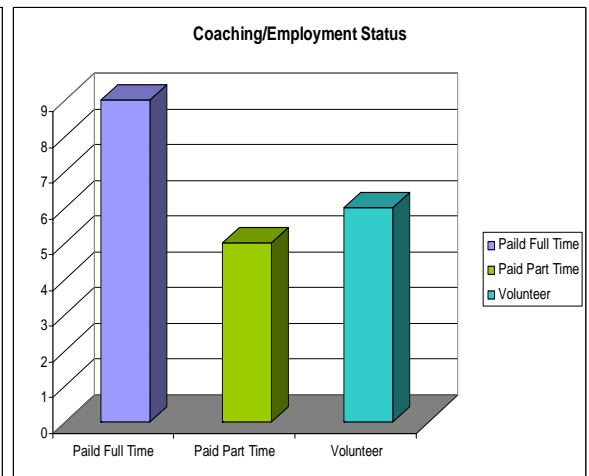
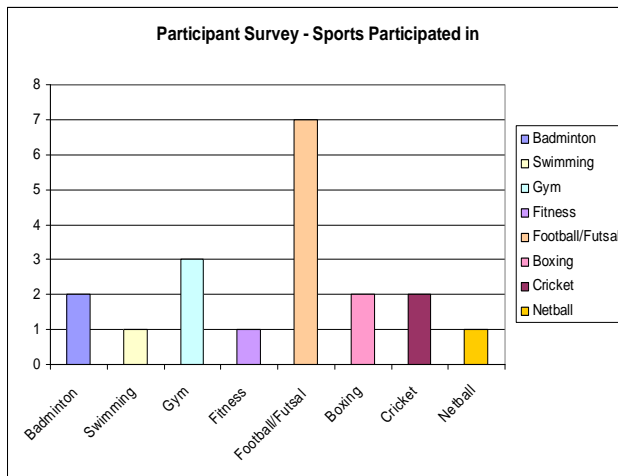
Over 50% of questionnaire respondents wanted to progress to level 2 or level 3 in their chosen sports, however the main barriers to progression were identified as cost, timing, location, and information.

The majority of respondents in the survey got involved in coaching either through playing, being ask to help, volunteering or through involvement with their children. Some had also got involved in coaching following an injury.

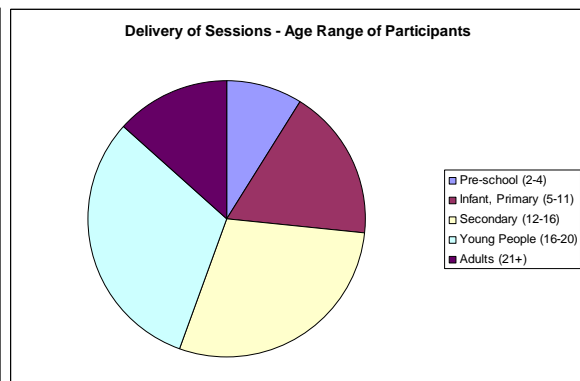
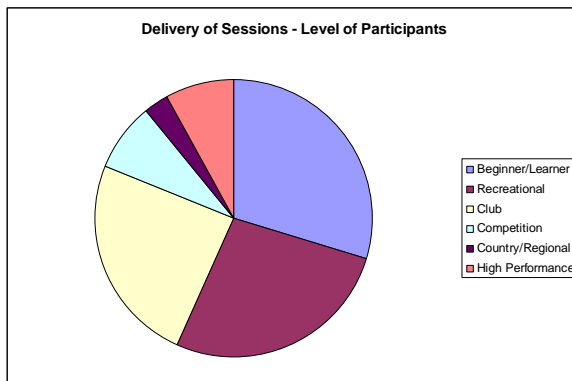


Over 50% of respondents felt that a lower level entry qualification would not have made a difference into their entry route into coaching. Those who did feel it would have made a difference felt that a lower qualification could help develop volunteers, provide some basic skills required for coaching particularly for youngsters and help build confidence in people who wanted to get onto the first rung of the coaching ladder.

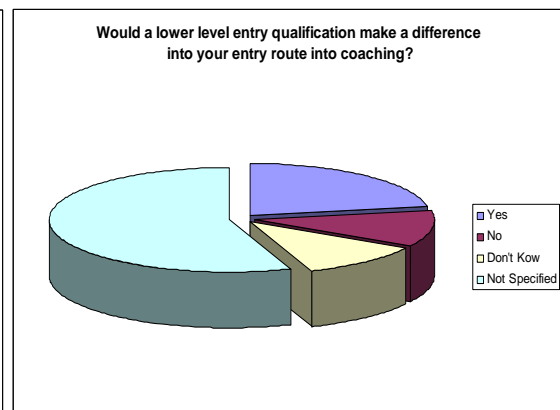
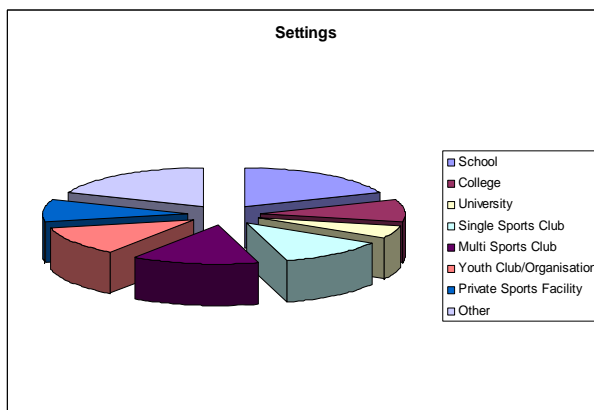
9.3.2 Feedback from Participants



The majority of people in the participant sample were involved in football/futsal although other sports were also popular. All the participants stated that they wanted to get involved in coaching with most participants stating that they wished to get involved in coaching with the sport they currently participate in. Around 80% of participants in the sample wanted to access coaching through full or part time work.



The majority of participants in the sample wanted to coach at Beginner, Recreational or Club Level. They were mainly interested in coaching young people (16-20years).



Most wanted to coach in a variety of settings, however school was the preferred option.

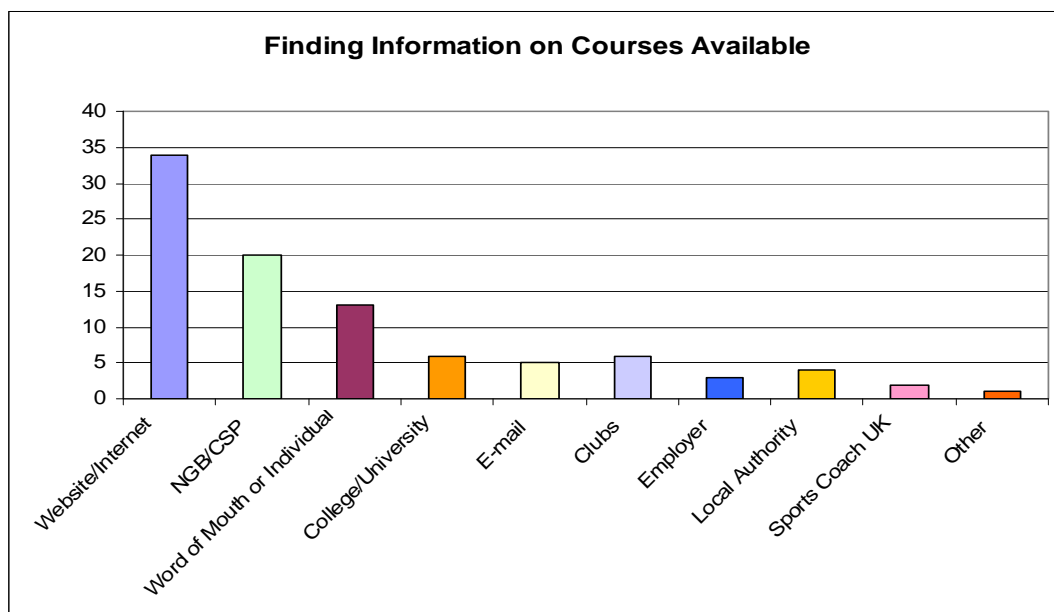
Only a small proportion of the participant sample stated that a lower level entry qualification would make a difference to their entry route into coaching.

9.3.3 Feedback from Coaches and Participants

This section draws together and summarises the views of both coaches and participants in light of motivations, challenges and solutions which overlapped with both sets of respondents.

The top five motivations for coaching included:

- To help people develop and progress
- Enjoyment
- Passion for Sport
- Watching people achieve
- To give something back/make a difference.



The majority of people found information about course on-line, through NGBs information or through word of mouth.

9.3.3.1 Skills and Attributes/Qualities of a Coach

The skills and attributes/qualities a coach should have can be broken down into four key areas social, technical, communication and professionalism:

Social	Make sport fun and enjoyable, ability to empathise, ability to instil self confidence and a sense of achievement, teamwork, patience, genuine interest, passion for sport, enthusiastic, inspirational, compassionate, creative, friendly, sense of humour.
Technical	Understanding of learning styles and ability levels, technical awareness of sport, experience of sport, understanding individuals, ability to manage behaviour, understanding cultural

	needs, analytical skills, safety awareness and adaptability.
Communication	Personalised approach to coaching, able to use appropriate language, people skills, listening and understanding skills, good body language, being clear.
Professionalism	Respect, approachable, leadership, discipline, organised, confidence, reliability, commitment, willingness to learn and reflect on personal performance, dedication, determination, planning, keenness on progress, fair play, ability to keep calm, open and honest.

9.3.4 Challenges and Barriers

The main challenges identified by the questionnaire respondents in relation to progression routes into and through coaching were as follows:

- Inability to gain experience in other clubs and in new environments.
- Finding part time work and in some cases volunteer opportunities in mainstream clubs.
- Financing professional development and in particular the cost of courses.
- Availability of women only courses.
- Access to and locations of courses.
- Lack of availability of courses and timing.
- Lack of progression routes.
- Accessing the support to develop yourself as a coach.
- Lack of help from governing bodies.
- Club politics.
- Full time coaches who wish to protect/defend their position.
- Subtle forms of racism and sexism.

The key challenges and barriers identified by respondents can be broken down in five broad areas, this is supported by solutions identified by respondents some of which may be aspirational rather than specific actions:

	Challenges	Solutions
Systems	<ul style="list-style-type: none"> - You have to be twice as good to make any progress. - Difficult to break into professional employed status. - Elders have been excluded with sports coaching opportunities as information has never reached them. - More to do with the standard you played before you coached. - Racism and Paternalism. 	<ul style="list-style-type: none"> - More support in providing clear entry points for those coaches that want to move into coaching at a grassroots level. - Finding the right connections. - Power shift from within structures and review of recruitment policy. - Greater representation of BME people at the higher end. - Opening up opportunities for paid and voluntary work to the wider community. - Attending schools and clubs to engage youngsters and parents informing them of coaching pathways. - Getting people involved and advertising in other work settings. - Keep entry level coaching at a very community orientated level going into schools and youth centres promoting the benefits of coaching.

Support & Education	<ul style="list-style-type: none"> - Lack of transparency and honesty. - Lack of education regarding health and sport. - Lack of understanding around how coaching qualifications can help support the community and to advance social inclusion. - There is a need to make the community see the positive effects they will have on their local community through helping others. 	<ul style="list-style-type: none"> - More coach mentors from the BME community with specific remits to develop more black coaches. - Support once a person has qualified to help change mindset from participant to coach and to have exposure to coaching situations. - Support BME children and young people to make the break through from traditional grassroots clubs. - Role for community sports leaders to encourage coaching within the community. - Utilise role models e.g. people who have done well within the sport to promote coaching. - Promote opportunities through school clubs, and establish a system that encourages kids to go from school to club. - More people from BME backgrounds need to enter the sport as players to increase the numbers of coaches.
Cultural	<ul style="list-style-type: none"> - The lack of female coaches as they can bring extra support and values that are different to male coaches. - Sessions for Asian groups might not be appropriate at the traditional times as target audience may attend mosque or activities may conflict with prayer times. - Language barriers. - Parental challenges and support to encourage children to take part. - Girls who have the potential but not enough parental support. - Drinking cultures of some sports. 	<ul style="list-style-type: none"> - Women only environments and culturally appropriate venues. - More marketing is needed to attract females into a career pathway. Girls stop playing in their teens and are often not informed about career options within sports. - Challenge traditional stereotypes in sports. - Getting parental buy-in and involvement through good communication, information on benefits, open days etc. - Reflect more diversity within sport. - Cultural needs in relation to facilities need to be recognised and built into training and associated activities.
Financial	<ul style="list-style-type: none"> - In many case coaching is about volunteering and this is not something that is prevalent in some cultures. It is normally seen as something that white middle class people with money in their pocket and time on their hands can afford to do. - There are lack of opportunities for coaching after courses are completed. 	<ul style="list-style-type: none"> - Keep costs reasonable. - More equal opportunity prospects and funding for clubs to support individuals from BME backgrounds to access coaching. - Funding for qualification for those on low incomes. - Offering grants to engage BME participants into coaching. - Initiatives and resources to support females to get into coaching. - Cheaper qualifications and assistance with fees.
Access to Courses	<ul style="list-style-type: none"> - Courses are always delivered by white males/females, this at times is a barrier to the coaches engaging with course participants and in the course planning. - Lack of ethnic minorities who access courses. - Timing of courses is often inappropriate. - Lack of women only training and 	<ul style="list-style-type: none"> - Access to high level training and CPD development through targeted initiatives. - Greater understanding of the target audience and some cultural awareness needs to be built into courses to include all groups and users. - Allow clubs to run courses themselves thus tailoring to community needs. - Delivery of coaching courses tailored to ethnic minority groups.

	<p>courses.</p> <ul style="list-style-type: none"> - Lack of flexibility of courses and lack of courses in local areas. - Courses are often out of sink with real world skills. - Courses often clash with major religious festivals. 	<ul style="list-style-type: none"> - Educational awareness. - Coaching course providers need to consult with BME groups and ask what is a good time to deliver courses. - Course providers need to be more effective with promotion and reaching out to BME people through advertising at a local level through schools, colleges, youth clubs etc. - Diversity training, these issues need to be faced head on. - Better dissemination of information and courses.
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9.4 *Insight Summary*

The current systems are causing barriers to accessing coaching pathways for BME groups. Often existing coaches may wish to protect/defend their position causing access problems and barriers for some communities. A power shift is therefore required from within structures to help address this problem alongside tackling some underlying issues around racism and sexism.

There is a need for clubs to review recruitment processes and open up networking opportunities to allow people from BME communities to access both full time and paid work. Alongside this there is a need to support the personal development of existing coaches and to create progression pathways so people can gain better employment prospects.

In order to encourage more people from BME backgrounds to get involved with coaching an educational awareness exercise is needed to raise awareness of the benefits of coaching and the opportunities which exists. A clear role exists for role models and community sports leaders to help engage with the wider community alongside a need to repackage coaching and make clear the access routes into coaching.

Cultural concerns need to be addressed to help encourage BME females to access coaching. Cultural concerns involve suitability of facilities and environments, timing and parental buy-in. In order to increase the number of BME women coaches it is important to promote role models and offer female only courses. Courses also need an element of cultural awareness to help coaches understand the cultural sensitivities of working with BME groups.

Finance is a recurring issue alongside the location of courses. People from BME communities find it difficult access information to help fund courses and are often at a disadvantage as courses are not available locally. Time pressures, finance and other commitments often make it difficult to access courses and limit progression opportunities.

There is also a clear need to keep entry level coaching at a community orientated level so people can have exposure to coaching situations through local opportunities, which should be supported through mentoring and work shadowing initiatives. Alongside this it may be useful to allow clubs to run courses directly thus tailoring to community needs.

10. Best Practise Case Studies

Case Study 1 – Bobby Bhogal

Bobby Bhogal is an International Champion and Hockey Coach for England. He is of Sikh religion and Asian background. He started as a player working his way up but needed to fund himself to support his career, so he took up coaching. Alongside his career he has encouraged his daughter Ashpal to get involved in Hockey so he has progressed up the coaching ladder to enable him to support his daughter's career and acquire the skills needed to coach at a national level.

When Bobby started out in 1996 he was the only Asian Hockey Coach. He hasn't directly experienced any problems with progression however he does feel the community needs to work harder to connect with the existing systems.

Bobby states that, 'more work could be done by governing bodies to make connections with the community through temples, gurdwaras and mosques. Often parents push kids towards the academic routes and sport is overlooked as people don't see any employment prospects. Someone coming in at an official level to talk to communities about supporting talented individuals will help break down some of the misconceptions around sport'.

Bobby emphasises the need to promote role models and the need for clubs to promote opportunities to the wider community when they become available.

Case Study 2 – Tasnim Desai

Tasnim Desai is a project co-ordinator for Active Sisters and is of Muslim background. She is a level 1 coach and has been coaching 11-16 year olds.

She was introduced by a friend to the Southwark Council coaching scheme which was looking to train coaches within the community, She was selected and this opportunity gave her the pathway into coaching. It is unlikely Tasnim would have got involved in coaching full time had this opportunity not presented itself. Tasnim explains, 'that most communities hear about opportunities through 'word of mouth' and more needs to be done to promote coaching as a viable career option at a local level through colleges, community centres and youth clubs'.

Tasnim has also worked with Milwall FC to make sport accessible to BME, and especially Muslim, girls and has provided them with advice around how to make facilities more inclusive when women only sessions are taking place. She emphasises the importance of having culturally appropriate environments to help encourage more BME girls and women to get involved in sport.

Tasnim explains, 'Often BME women, and in particular Muslim women are the hardest target audiences to reach. Staff within mainstream clubs don't understand the issues, it is therefore important coaches are recruited from different communities to ensure sport becomes inclusive and reaches out to BME communities.'

There is a need for female only environments and more female coaches to help encourage BME young people to get involved in sport. In order to encourage more BME women and girls to get involved in sport there is also a need to explain the benefits of sport to the wider

community and the link to lifestyle. If parents understand the benefits they are more likely to encourage their children to take part and this should help to encourage people to consider coaching as a career option.

Case Study 3 - Rachel Yankey

Rachel Yankey is of Ghanaian descent and has made 115 appearances for the England Women's national football team and recently won the FA Cup, League Cup and Women's Super League with Arsenal ladies.

When not playing, or practicing, Rachel works as a coach in schools, teaching football to children. She has coached teams from different backgrounds and in some cases teams with players who do not speak the same language. This has enabled her to witness the power of football to break down barriers and bring about an understanding between people who would otherwise not relate to each other.

Through her coaching she has seen the journey that young people take and the big changes in attitude that occur once people start to recognise commonality, and begin to gain a better understanding of one another.

Rachel states, "I think it's important to be a role model both by being a professional footballer, and also inspiring others through my work as a coach. I believe that sport helps communities build bridges and develop integration. There is however a need for more role models for people from diverse backgrounds, particularly within the coaching infrastructure in order to help, support and encourage young people to reach their full potential."

In order to increase the number of BME females within the coaching infrastructure, Rachel feels there is a strong need for female only courses as a lot of females don't feel comfortable in male orientated environments, particularly those girls who are from different cultural and faith backgrounds.

There is also a need for parents and BME role models to get involved to promote the benefits of coaching, and more needs to be done to promote working in sport and specifically coaching as a career option. Often BME communities don't realise the wider benefits of coaching and the importance of empathy when recruiting coaches who can relate to and inspire young people and eventually become role models.

Case Study 4 – The Rooney Rule

The Rooney Rule, has been introduced in America's National Football League (NFL) to address the lack of ethnic minority presence in coaching and management positions,

Named after Dan Rooney, the owner of the Pittsburgh Steelers, the Rooney Rule ensures that at least one ethnic minority candidate is considered for a vacant coaching position within the NFL. Shortly after the Rooney Rule was established in 2003, two black head coaches became seven, and there are currently eight Ethnic Minority head coaches. Having had just one black general manager, there is now five, meaning 13 out of 32 clubs in the NFL are now led by an Ethnic minority head coach or manager.¹⁰

In a recent interview about the Rooney Rule, Blackpool manager Ian Holloway comments: "There isn't a more multicultural nation than ours and we should be proud of that. I'm an advocate of anything that makes this world better and if this new idea can help bring an end to the ignorance of any shallow people in football, I am all for it."¹¹

Rooney Rule defenders argue that the mandate combines the best of both worlds, opening doors for qualified blacks but without mandating hiring decisions. The Rooney Rule faces a bright future given its wide range of potential applications to employment settings.

11. Conclusion

The current profile of coaching is dominated by 'white middle class males' and remains disproportionate to the UK population.² This provides key challenges for governing bodies and sports coach UK in relation to wider diversification and the growth of coaching to meet increased participation targets.

The profile of coaching has a clear link to socio-economic status, (three quarters of coaches are from the ABC1 (upper/middle social class) social grouping. This factor has a clear link back to lack of involvement in coaching from BME communities, as people from minority ethnic groups are on average, much more likely to be in income poverty than white British people.⁵ They are also more likely to have higher levels of unemployment, experience less social mobility and live in high areas of high deprivation within the UK.⁶

Sporting Equals research has found that although a strong interest for getting involved with coaching exists, the lack of understanding around where to start and who to talk to prevents people from taking this interest further. Finance is a recurring issue alongside the location of courses which ties into the socio-economic factors highlighted above. People from BME communities have found it difficult to access information to help fund courses and are often at a disadvantage as courses are not available locally.

Our *Insight* revealed that the current systems are causing barriers to coaching pathways. Often existing coaches may wish to protect or defend their position causing problems and barriers for some communities. The feedback from the research suggested that subtle forms of discrimination and sexism exist in relation to progression and opportunity. There is therefore a need for recruitment processes to be reviewed and a shift in power within existing infrastructures to help address these problems.

The lack of visibility of role models was also a key issue as people perceived coaching as something which wasn't accessible to their community as they saw only a small number of people from their own communities working in coaching. Some people are happy to volunteer however improved support mechanisms are needed to encourage people to get involved. A clear role exists for role models and community sports leader to help promote coaching to the wider community.

For many BME communities coaching is not positively perceived due to the lack of incentive and employment opportunities. The 'mixed economy' model proposed in the UK coaching framework² states the need to increase the number of paid coaches, however there is a clear need to repackage coaching to help encourage BME communities to consider coaching as a viable employment/career option.

For BME women in particular peer and family encouragement are highlighted as vital to enable them to access coaching. There is a clear need for 'women only' courses and 'women only' environments, as some women feel intimidated in male environments, whilst others have cultural sensitivities such as carrying out activities which involve one to one contact with men. Alongside this there is a need to educate parents about the benefits of sport where schools and colleges could take a lead role to help promote the benefits of sport and coaching.

Those who were coaches found that there was a lack of progression routes from volunteering into paid coaching and to move up the professional career ladder. It was felt that opportunities for paid coaching positions were not marketed within BME communities

when they became available, so people were not able to access paid work in mainstream clubs unless they had inside knowledge despite them being suitably qualified. The 'Rooney Rule' is a good case study example of how a policy initiative can help address similar problems through targeted intervention.

At entry level there is a need to build skills and encourage personal development through work shadowing and mentoring programmes. Often people need to build up the confidence and gain involvement in a sports environment before they are inclined to take a qualification. This has a clear link with the participant model outlined in the UK Coaching Framework moving away from a mass-market approach to a more flexible learning approach taking account of individual need and balance of informal and formal opportunities.²

The move towards more vocational courses as highlighted in the UK Coaching Framework is a key one as it should encourage more on the job experience, however there is a need for improved support mechanisms within existing infrastructures and a change of mindset to give people the informal experiences they need to enter into coaching. Alongside this courses need an element of cultural awareness to help coaches understand the cultural sensitivities of working with BME groups.

12. Recommendations

Following our *Insight* research the following recommendations are made for National Governing Bodies (NGBs), sports coach UK, Sporting Equals and other partner agencies. These have been broken down into two sub sections, the general recommendations can be applied generically to all groups to help raise the profile of coaching, however the specific recommendations would mostly benefit BME groups.

General

- The Youth Sports Trust and NGBs need to tap into the potential of schools and colleges to help educate parents around the benefits of sports and coaching to help encourage BME individuals to consider coaching as an option alongside raising participation levels.
- At entry level, NGBs need to encourage clubs to engage locally and provide clear information about access routes into coaching and where to access information for funding and qualifications.
- The National Occupational Standards should be changed to place a stronger responsibility on coaches at each of the four levels to support and mentor new and emerging coaches. This should also include a responsibility to encourage and support parents and participants to take the first step into coaching.

Specific to BME groups

- Sports Coach UK work in partnership with Sporting Equals to develop suitable case studies and Coach education/CPD programmes which can then be used by NGBs to develop the skills of their coaches to engage with and provide quality coaching to the BME community. This ties in with the participant approach outlined in the UK Coaching Framework moving towards a more flexible learning approach taking account of individual need and balance of informal and formal opportunities.²

- Sports Coach UK to support the development of NGBs coaching pathways to ensure they are representative of the BME community and appropriate opportunity is provided for coaches from the BME community to develop along the pathway as they choose (either as a paid coach or volunteer).
- NGBs need to support clubs to review internal recruitment processes and policies to help create an internal power shift to enable greater access to opportunities and progression routes into coaching. The Rooney Rule is a good example of how a targeted initiative can turn things around.
- Sports Coach UK, NGBs and Sporting Equals need to work in partnership to repackage coaching to make coaching appeal to BME communities. The benefits and opportunities through coaching need to be emphasised through ethnic media, BME community groups and BME clubs.
- NGBs and Sporting Equals should work with clubs and partners to help change the perceptions of coaching within BME communities and potential coaches need to be made feel welcome and confident to allow them to take the first step into coaching.
- NGBs should support clubs to help utilise BME role models and community sports leader to enable greater engagement with the wider community and promote the concept of coaching.
- UK Sport and sports coach UK should specifically target recruitment of BME coaches (male and female) to introduce more BME coaches into high performance coaching and data collection methods should be linked to help track progress.
- Sporting Equals and sports coach UK work in partnership with the Women's Sport Fitness Foundation (WSFF) to provide more CPD/learning opportunities for their female players, athletes and coaches and encourage proactive recruitment, development and retention of BME female coaches within their workforce.
- sport coach UK work in partnership with Sporting Equals to build an element of cultural awareness into courses through the development of an 'inclusive thread' that runs through all workshops, resources and UKCC endorsed coach education programmes.
- We would recommend NGBs work in partnership with key partners to put on regular coaching development days, where BME coaches can get access to networking and development opportunities.
- Organisations may consider developing their own Positive Action schemes or work in partnership with governing bodies of sport and sports coach UK to identify specific opportunities for attracting more people from BME communities into coaching.

Sporting Equals are keen to support partners to provide solutions to the barriers and issues identified in the report and support partners to help instigate change through these recommendations.

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