
**A STUDY OF THE IMPACT OF YOUTH WORK PROFESSION ON
EDUCATIONAL ACHIEVEMENT OF ADOLESCENT IN SOUTH
AFRICA.**

Chauke Thulani Andrew

Institute for Gender and Youth Studies, University of Venda, P/Bag x5050, Thohoyandou, 0950
South Africa

Abstract

This paper is one of the systematic maps of youth work and educational research in South Africa. This paper premised on the assertion that department of basic education should acknowledge youth workers at school as factor that contribute to the educational achievement of the adolescent. Youth work is arts of enabling young people to reach their full potential in non-formal education. In other countries youth work has been practiced even in formal education. Youth work focus on the emotional, psychological, spiritual and physical wellbeing of the adolescent. The educator main focus is to make sure that children pass to another grade. Thus, Youth Workers goes beyond passing, but looks at all the factors that may influence adolescent educational achievement. The study aim was to investigate the impact of youth work on educational achievement of adolescents. Positive youth development theory were employed as study theoretical framework. The study finding revealed that youth work have played paramount role on improving learners educational achievement. It shows that learners self-esteem who involve themselves on youth work has been improved which enabled them to develop self-confidence to participant in classroom. Learners have develop team work skills that contributed to their educational achievement, learners have gain computer literacy skills that help them to access educational information at internet. Learners have acquired management skills that enable them to balance school work and social life. The study recommends that youth programmes in South Africa shall performed by professional youth workers who understand the code of ethics of working with adolescent. Department of basic education must employ professional youth workers at school to carry youth programmes, youth sport development and life skills programmes.

Keywords: Adolescent, Youth Work, Educational Achievement, Educators, Youth Workers.

INTRODUCTION

Little is known about the impact of youth work in South Africa on young people educational achievement, few study has been undertaken to test such notion in European countries. More so, historical youth works were meant to provide a range of activities to young people to enable them to live a healthy lifestyle. In addition youth work uses holistically approach to enable young people to reach their full potential especial in an informal education. In addition to that skills that are learnt by youth in youth work activities it help them to transfer it to formal education and begin to successful do well in a formal education.

Piescher et al, 2014 conducted a study that look at group of young male and female who partake in youth work programme called 4-H. 4-H focus on information technology, maths and science. The study used comparative analysis to compare educational attainment of youth who partake on 4-H youth work and those who did not. The study finding revealed that there is huge different on academic achievement of these two groups of young people. Thus, young people who were involved in 4-H youth work have attain higher grades compare to those who did not participants in the programme. In addition to that female shows higher percentage of participation in programme than male. Gender 57, 6 percent were young girls while 42, 4 percent were boys which one can draw a conclusion that females are more concern with the development of their communities than male.

Further, young people who participant in youth work have better chance of succeeding in school. These young people show higher rate of school attendance than those who did not participant in programme of this nature. Thus, maths and reading proficiency of these young people was very expressing compare to those who show no interest in programme. More so, 96.3 percent of young people who partake in youth work have graduated at high school in record time while 3.7 percent of them did not graduate high school at record time. In addition 85.5 percent of young people who did not partake in youth work did not graduate their high school in record time only 14.5 percent managed to graduate at high school in record time (Piescher et al, 2014).

Youth work sometimes can be targeted approach or holistically approach. In targeted approach some programme carried are like youth sport development. Thus, youth sport development help youth in physical activities that enable them to perform very well at their academics. More so, youth sport development has been important tool used to help young people to attain higher grades at schools. Given the facts that health mind is enable to pay attention in the details in particular difficult subject such as maths and science (Stead and Nevil, 2010).

According to Wilson, 2009 learners who partake in youth work are likely to attain higher grades at schools. When these young people are forming part in the programme they learn number of skills that are very essential to young generation to succeed in academic world. Thus, number of skills learns for these learners it involves teamwork skills that enable them to work with other learners as group when they are given task by their educators. Teamwork helps them to strengthen peer educator and understand their educational background through peers' perspectives. More so, a teamwork skill also goes beyond educational attainment but also prepare young person to working environment being able to work with other people.

Participating in youth work is link with academically success. Thus, some of the teenagers in the United State of America who involved themselves in extra activities after schools have managed to perform very well academically. More so, extra activities after school may be arts where youth are exposed to spelling and reading competition. In addition to that for young person being exposed to spelling check competition it improved that particular young person grammar and being able to perform very well at English. (Eccles, 2003)

Youth work as non-formal education programme provide higher motivation, encouragement and desire to succeed in life to young people unlike formal education at the United State of America.

Thus, the motivation that young people get from youth work it does bring a new person out of young person which enable them to perform very well at school (National collaboration for youth, 2011). I share the same sentiments with the work of NCFY youth work through life skills for example it teach young people to no matter how hard certain subject or life may be one do not have to give up or lose hope. Therefore, when a young person is surrounded by such environment is likely to have high self-esteem and be willing to conquer the world unlike formal education that focus on young person scoring high marks neglecting the fact that before child can learn need to be fed by the food of thought which is motivation.

According to Boccanfuso, Moore and Whitney (2010) youth work continue to be very important tool on improving young people educational attainment. Thus, youth work it does not only help young people to perform very well at school but also helps them to get prepared to college life after completing their secondary school. More so, it also helps young people on career development on choosing career that is based on their personality than being force by friends or family to make wrong career choice.

In line with the above articulated point it very clear that youth work is one of the initiative or method that can be used at schools to enable adolescent to perform very well at school. In particular those who are based in rural area left by their parents to go and work in urban area left with no one to assist them with their school work. Moreover, given to global change for adolescent to perform very well educational it will take more than sitting in classroom and read notes and prepare to write exam and pass. However, it will require the young generation to be exposed to different youth work programmes that will equip them social, spiritual, psychological and psychical that can prepare them to perform very well in classroom. More so, this study is very important because is one of the kinds that it's conducted in youth work perspective and employing youth development theories. Therefore such substance makes this study to be unique to the other study that is conducted in urban setting. Moreover, is very important for international community to read this work especially commonwealth countries since there is agenda of the professionalization of youth work. Therefore the finding of this study provide the important of youth work carried by professional youth workers and it impact on adolescent educational achievement.

Department of Basic Education in South Africa face a huge task on educational reform. Thus, many questions have been asked regarding South African education given the fact that many of young people graduate at high school with higher grades however they do not know how to read and write which tend to be seriously issue when they go to higher learning institution. Therefore, this study seeks to be in the centre of assisting Department of Basic Education to bear in mind that the educational success of our youth is not only in the hands of Educators. But, even youth workers should be in the centre of educational reforms in South Africa. In addition, youth worker as people who render youth work must not be separated with the work of the educators to the educational development of our youth. More so, looking at educational reform or system in South Africa by reducing pass rate or increase it indeed the is no hope for educational development of young people in our country. The educational achievement of our youth is in the

hands of different stakeholders namely parents, community, traditional leaders, political will to ensure youth development where service is provided by well qualified youth worker.

THE STUDY PURPOSE

The study purpose is to investigate the impact of youth work on educational achievement of adolescents in Malamulele township by looking at several methodology that are used in youth work activities that can enhance young person educational achievement.

THE STUDY OBJECTIVE

To identify youth work activities that contributions on adolescent educational achievement.

THE STUDY QUESTIONS

What are the contributions that are made by youth work activities in an informal education to enhance adolescent educational achievement?

THEORETICAL FRAMEWORK

This study used youth development theory. Looking at positive youth development theory which highlights the importance of the community or elder generation must move away from the scenario of labelling young generation as problematic or lost generation, but rather label young people as any agent of change. In addition this theory it applauds the fact that if young people can be given opportunity with the help of the community they are living in. They can contribute to the development of their respectively communities (Peterson, 2004). More so, in the context of the study if young generation can be exposed to positive youth development they can reach their full potential and take full responsibility to their actions as individual without shifting the blame to other people. Moreover adolescent who partake in youth work with the help of their educator and professional youth worker have express positive youth development by taking ownership of their problem and resolve it.

MATERIAL AND METHODS

Research Methodology

The study was qualitative in nature, using qualitative research methods helped the researchers to gain access to the personal experience of the participants were young people and therefore not given to abstract generalization about their experience, preferring to describe unique events and feelings as they occurred.

Research Design

This paper used Malamulele Township as the study case study. A case study is an approach used to study a social phenomenon through analysis of an individual, group or organisation

Sampling Procedures

The sampling method was purposive, a sub-type of non-probability sampling. The researcher used his experience to sampling the participants.

Study Population

The participants were 15 adolescent between the age of 14 and 17 years old who participants on youth work programme called (YCAP) in 2016 and 2017 using purposive sampling technique. There were five (5) males and seven (10) females, all of the respondents were in secondary school. 10 participants have both educated parents only 5 whose one parents was educated and another one was not. The participants completed the questionnaires in English.

Data Collection

The researcher used semi-structure interview in open-ended questionnaires in focus group to ensure the respondents have the chance to provide answers in more details. The semi-structured interview questionnaires were distributed in June 2017 to the selected respondents from EPP Mhinga Secondary School. The questionnaire booklet was handed out by the researcher in the presence of the life orientation educator who was working with youth worker to assist and mentor learners on how to design project and compete with other learners all over the country.

Ethical Consideration.

The participants were informed about the purpose of the study. The researcher assured these adolescent about their safety during the course of the study. They were also briefed about their answers being treated anonymously. The researcher mentioned to the participants in the study about voluntary, privacy and confidentiality of their participation which will be fully respected.

Data Analysis

The data was analysed through thematic analysis which focused on examining the themes within the data collected during a study period. The researcher paid much more attention on ensuring that he is aware of the data collected during the interview by reading the data over and over. Thus, by doing so it enabled the researcher to find meaning of what has transpired during the interview process (De Vos *et al.*, 2011).

LIMITATION OF THE STUDY.

This paper does not include all the activities of youth work that are perform in an informal education and also in a formal education. Young people who participants in this study are sampled from single geographically area and the population is too small. Therefore, the study finding cannot provide the clear picture to the entire young people experience on the impact of youth work on their educational achievement.

RESULT

The adolescent as participants who become involve in youth work last year (2016) 100 percent have passed grade 10 to grade 11. Those who were involve themselves in youth work this year (2017) 100 percent of them have passed their midyear exam with good grades. Thus, this is clear shows that youth work play essential role on helping the adolescent to perform well very academically.

Table 1: The response of young people on the impact of youth work on their educational achievement.

Sub-theme	Main issues raised
Youth Work on Educational Achievement	Team work skills.
	Classroom Participation.
	Computer literacy skills
	Time management skills.
	Financial Skills.
	Reading Skills.

The data analysed on youth work helping adolescent on teamwork skills it shows that 100 percent of adolescent interviewed in the study alluded the important of taught team work skills in youth work. Thus, learned team skills helped the adolescent to understand the important of working with other people to achieve common goal which is to pass with flying colours and get help on something which they do not understand from other learners. One of the participants interviewed said the following:

“Before i became involved in youth work I did not like to work with other learners while we were given homework by our educators. However, youth work helps me to be able to work with other learners when we are given homework at school. It also helps me to understand the important of team work because since then I nerve miss to write homework”

The words above are articulated by one of the interviewed adolescent. Thus, is very clear based on the above words that for adolescent being exposed to youth work wherein team work skills are learned. Adolescent involved learn to work with other learners while they are given homework. All interviewed adolescent agreed that working with other learners in given homework is linked with performing very well to their education.

Another participant said the below statement:

“ Now am able to perform very well in English paper two because of I have been taught by one of my friend in group work session while we had homework on how to answer poem questions in exam. All of this is the result of being involved in youth work that taught me the spirit of team work”

Classroom participation.

In questions asked about the role that youth work has played on helping them to full participant in classroom. All the participants (100) percent alluded that youth work helped them to develop higher self-esteem that enable them not too shy to participant in classroom. For the adolescence being exposed to full audience in youth work competing with other schools across the country it help them to realise that in order to do well one need to have higher self-esteem.

” Participating in academically debate in classroom never be my concern, I only cared about passing but since i have got involved in youth work am able to engage to any classroom discussions which helps me to do score higher marks on subject discussed in classroom”

As highlighted above by one of the participant it very clear that the manner in which youth work helped the adolescent on the important of civil participation. It helped them to understand the fundamental role of participation in classroom as part of sharing knowledge. Classroom participation learned in youth work it help adolescent to learn from one another. When class discussion occur one learner can raise a point that helps another one to understand the subject very clear than the way textbook or educator outlined the matter.

Computer literacy skills.

A significant number of participants (90) percent indicated that youth work have help them to gain computer literacy skills which makes it easy for them to access school information at website such as google scholar rather than using information at google that is not scientific proven to their academics. In the other hand 10 percent of the participants indicated that computer literacy learned skills at youth work helped them to access sponsor at internet and send the application very fast to sustain their project while they were competing with other learners in youth work program.

“You know the arts of youth work is very amazing as we speak I have learn on how to search useful and educational information at academic website such as google scholar. Because of youth work even when I go to university I won’t struggle to write assignment because I know website that I can use to access educational information”

The responses above testify the essential of youth work on helping adolescence to access educational information in website through learned computer literacy skills. In the view above it very clear that adolescent need youth work to help them with computer literacy skills that can help them to search educational information and be able to perform very well at school and go to higher learning institutions with skills to search educational information.

Time management skills.

All the participants shows that time management skills that they have learned at youth work play paramount role to their educational achievement. The skills learnt help them to prioritize the important task to be deal with in allocated time and know how to balance their leisure time and school work.

Participant 1 said:

“Many adolescent fail at school not because there are stupid but because of they love to have fun and neglect their school work rather than learning to balance the two. Time management skills learned in youth work helped me a lot to develop a self-disciple wherein I can be able to set time table for doing my school work and time to play with my peers”

Participant 2 said:

“I have learn to execute my school work in set time because youth work taught me on how to Manage time to ensure my school is not affected by any activities that may interest me “

Participant 3 said:

“Youth work help me to know the important of planning, to identify the important task and surely set time side to complete the task in time. The time management skills learned in youth work helps me a lot to make sure I plan my weekly school schedule and I always follow it and thanks for youth work”

The above utterances by the participants reveal that time management skills as one of the programme implemented in youth work played significant role on helping them to manage their time precisely and learn to put their education first above everything their does.

Another participants said

“In youth work I have learnt to balance time before I play I make sure that I do my school work before I go and play with my friend. I do not change my time table to do school work because of friends and all this I have learnt in youth work in time management skills and it has been useful for me because I obtain good marks to subject that was giving me problems”

The above statements highlight that adolescent attain credential grades at school due to time management skills learn in youth work that enable them to ensure that playing time does not affect their educational achievement.

Financial skills

Ten participants agreed that learnt financial skills in youth work shape their numerically ability that enable them to perform very well in school subject such as accounting and under financial

concept. In another hand five participants show that being taught financial skills in youth work it helps them to understand and score good marks in mathematics.

Participants 1 said:

“For me be taught financial skills in youth work it help me a lot now am able to score good marks at accounting because of learnt skills.”

Participants 2 said:

“I had challenges in financial literacy part in maths especially when it comes to compound and simple interest, but now I understand is because of the financial skills learnt in youth work.”

Participant 3 said:

“It helps me to understand the important of financial balance and calculation without the use of calculator. As we speak I can be able to work on some other matters in accounting without the use of calculator. Also it taught me on how to save the little my parents give me”

The above utterances by the participant 3 reveal that youth work broaden the new skills for the adolescent to know how to do calculation without the use of calculator in accounting subject. It further shows that youth work also goes beyond accounting matters but helps the adolescent to save which is one of the critical areas that must be within educational curriculum to teach children to learn to save from younger age.

Reading skills

In question of how did youth work help them in reading skills (65) percent of the participants shows that youth work play significant role on their reading proficiency. (15) percent of the participants alluded that youth work help them to improve their presentation skills in classroom through the learnt skills wherein fast reading approach was used to help them to read fast in accurate to ensure their do not remain behind with allocated time in presentation. 20 percent of the interviewed respondents shows that they have learnt scanning as type of reading skills in youth work which plays essential role when they select given topic in classroom by going through table of contents.

Participants 1 said:

“Now am reading to read in good manner without making some horrible error in classroom because of the reading skills that I have learnt in youth work”

Participants 2 said:

“I was not that good to present in good way as educators have expected from me, but since I have get involved in youth work am able to give my best in presentation”

Participant 3 said:

"I did not understand to why in text book we have table of content nor to use it, but since I have become involve in youth work through scanning as reading skills I have learn the important of table of content on saving time when I need information in classroom"

The above utterances by the participants clear show that youth work indeed play significance role on enable the adolescent to improve their reading skills through being exposed to different reading techniques. Such techniques help them to perform very well academically.

Youth work and other activities that improve educational achievement of the adolescent.

The participants were also asked about the other activities that youth work used that enable them to perform very well academically. 45 percent of the participants reveal that youth work develop rapport that helps a child to develop sense of worth in life by having someone to talk to which help a child to perform very well at school. 20 percent of the participant reveal that youth work uses non-judgmental approach that able a child to not avoid his or her own identify that makes a child to attendance class regularly. 15 percent of the participants reveals that youth work motivate and child to do well at school even when the situation is very hard at home. Thus, other 20 percent of the participants alluded that youth work makes parents to get involve to their children education by introducing community dialogue wherein parents are taught the important of monitoring their children school progress which helps a child to perform very well educational.

Participant 1 said:

"Youth work uses this approach where a positive relationship is built between adult and child. This approach helps a child to reach out for adult without any fear of favour and when the problem that a child is facing is solved by adult then a child is able to perform very well. I had family problem wherein my parents get divorced and it was affecting my school performance, but being involved in youth work then I have talked to professional youth worker. Then I begin to realise the import of rapport build by youth work and since then I always attend class regularly and perform very well"

Another Participant said:

"We as young people in country like our own where there are many distraction for youth. We find ourselves in situation wherein we are directly or indirectly exposed to immorality that blocked our blessing and therefore our education become affected but youth work helps us the important of the correction between educational achievement and spiritual development. Youth work teach us to be patient in God and always put him fast to everything we do. For me personal youth work help me in spiritual development that makes God to give me power and wisdom to do very well at school"

The above utterances by the one of the participant reveals that youth work teach the adolescent the important of putting God to their education to ensure their do not get sick or no distraction occur that can put their education at risk and surely give them wisdom to perform very well academically.

DISCUSSION

In attempt to understand on how does the learnt team work skills in youth work correlate with the educational achievement of the adolescent? The finding of the study reveal that adolescent after being taught team work skills in youth work they begin to understand the important of working with other learners which able them to learn from one another and begin to do very well at school. The finding of this study is supported by the work of Wilson, (2009) who argue that youth work helps young people to understand that for one to do very well at school need to learn from other people through team work.

Thus, the statement articulated by Wilson it support the finding of this study to indeed youth work helps the adolescent or young people to understand the important of team work which also led to social cohesion. Thus, in my judgement social cohesion is very important to young people educational achievement or development in particular in rural area wherein tribalism becomes educational issue. The study further revealed that youth work play crucial role on assisting adolescent to understand the important of participation which helps them to participate in classroom and also to other activities in schools.

More, so the finding of the study shows that the adolescent being taught the important of participation it improve their self-esteem that led them to fully participant in classroom. Therefore such finding surely indicates that whenever the adolescent are exposed to a youth work wherein civic participation is taught. The adolescent are likely to develop self-esteem and no longer shy to participants in classroom. Thus, such learnt skills it enable the adolescent to present in class when their given presentation by their educators. The finding of this study is supported by the work of CSSP, (2011) which state that when young people are exposed to youth work wherein civic engagement it promoted. Thus, youth involved are likely to do well at school.

Moreover, look at the other methods that youth work used to help the adolescent to obtain higher grades at school. The study findings reveal that youth work put themselves in the shoes of young person. More, so youth work believe on knowing a child to build personal development through encouragement in life of young person which led to situation wherein a young person development higher self-esteem. This result where a child begin to attend class regular, have focus to school related matters. This finding is supported by the work of national youth agency, (2013) that stress that youth work helps young people at school to perform very since youth work pay attention in personal development of young person.

Adolescent in rural areas in particular are likely to underperform at school not because they have lower IQ, but lack of time management. The study finding reveals that youth work provide

adolescent with time management skills that enable them to develop a proper planning in which subject to work on in allocated time. Thus, learn how to prioritize their school work first. This study narrative is supported by the work of McNeil et al, (2013) who show that when young people get involve in youth work they learn time management skills that play a crucial role to their school planning.

An attempt to establish a relationship of learnt computer literacy skills in youth work and educational achievement of the adolescent. The study finding reveals that the skills learnt in youth work it has played paramount role on adolescent educational achievement since they are able to get access of educational information at internet that is needed for them to certain school subject. The work of Miller, (2003) assert youth work carried after school help the adolescent with computer skills that enable them to do well at school also to prepare them compete in job market when their get old.

Youth work provides the adolescent with financial skills that help them to do well at school. The study finding reveals that the adolescent have gain a lot in financial skills learnt in youth work which helps them to perform very well in school subject that need numeric skills such as maths and accounting. The finding of this study is support by the work of Piescher et al, (2014) that shows that young adolescent who involves themselves in youth work learning financial skills are likely to perform very in subject like maths. Moreover, young adolescent in rural area have difficulties in reading. The study finding shows that young adolescent in youth work are taught various type of reading skills that enable them to be good readers. The finding of this study is supported by the work of Piescher et al, (2014) that state when young adolescent are exposed to youth work programme are likely to gain reading skills that contribute to their educational achievement.

CONCLUSION

To arrive in conclusion it very clear that youth work carried by professional youth workers play paramount role in educational achievement of adolescent. Thus, based on the articulated evidence it shows that the knowledge that is needed in educational reform in South Africa is not to lower a pass mark for learners to progress to another grades. However, collaboration with other stakeholder is needed to produce new South Africa wherein produced academics can be able to compete with academics across the globe. The argument in this paper is not only limited to South African, but to all over the world to ensure a new world emerge through new educational paradise wherein youth work will be in the centre of education development. The review literature in topic of such nature in South Africa is rare to find. Therefore, this paper will shape the new direction on the impact of youth work in educational achievement of the adolescent and call upon collective effort through different stakeholders to advocate for the professionalization of youth work in South Africa. In given evidence to this paper is very clear that professional youth workers are needed at schools.

The finding of this study is full supported by comprehensive evidence base which has been gathered through the interview. This paper comes at a pivotal wherein South African government

is busy in the process of the professionalization of youth work, Department of Basic Education in stage of educational reform and lastly in country wherein the is higher rate of unemployed graduates. Therefore, this paper shows that youth work in South Africa and African continent as the answer to social-economic challenges that young people are facing.

RECOMMENDATIONS.

This paper calls upon Educational specialist, MEC of Department of Basic Education, professional Youth Workers to come together and add a new body of knowledge in educational development of our children. Further argue that in South Africa for Department of Basic Education to expand their remit in curriculum to attract more learners to love education and do very well professional youth workers must be well placed as effective partners at schools. Thus, one may bear in mind that teachers are the expert of particular subject and execute their mandate only if a young person can regular attend class. More, so but professional youth workers executing youth work mandate believe on interacting with young person and his or family to look at possible way on how can a child can get assistant to perform very well academically.

Youth development programmes in South African should be implemented by professional youth workers who understand the code of conduct and ethics on dealing with young people to ensure youth programmes are positively sustained. Department of Basic Education in South Africa should employ professional Youth Workers at schools who will implement youth programmes such as sport development, arts, and also to act as educators in life skills subject. Introduction of youth work perspective should be part of educational curriculum from primary to secondary schools wherein learners will be taught the important of social cohesion and community engagement. South Africa must have political will to mainstream positive youth development in all government departments by starting through the professionalization of youth work who will render the service to young South Africa in different walk of life. The review literature in youth work and educational achievement is very limited. Access literature is deeply based on European context, therefore to correlate this paper in the academically knowledge of African scholars. The longitude study need to be conducted in African context to look at the impact of youth work in educational achievement of the adolescent further employing cross sectional study.

REFERENCE

- Peterson, C (2004) Positive Development: Realising the potential of youth. USA Washington, D.C: national Press Club.
- Zimmerman, M.A (2000) Empowerment Theory in Rappaport, Seldman E (Eds) Handbook of Community Psychology springer, Boston, MA
- Wilson, N.L (2009) impact of Extracurricular Activities on students: A research paper submitted in partial fulfilment of the requirements for the masters of Science degree in school of counselling. The graduate school of University of Wisconsin.

Eccles, J (2003) .Extracurricular activities and adolescent development. Journal of social issue 59(4), 865-889.

Centre for the Study of Social Policy, (2011) Result-Based Public Policy Strategies for promoting youth civil engagement. Policy for result.org.

Piescher, k, Hong, S, Blyth, D and Nippert, P (2014) Academic Achievement of Youth in the 4-H programme (Mini-link Brief No 19) Available from <http://cascw.umn.edu/portfolio.catergory/minn-link/>

Stead, R and Nevil M (2010) The impact of physical education and sport on education outcomes: review of literature. Institute of youth sport, school of sport, Exercise and Health science. Loughborough University.

National Collaboration For Youth (2011) The impact of youth development programs on Student Academic Achievement: An Affinity Group of the national Human Service Assembly. USA

Boccanfuso, C, Moore, K.A., Whitney, C. (2010). Ten Ways to Promote Educational Achievement and Attainment beyond the Classroom. A Research-to-Results Brief for Child Trends.

National Youth Agency, (2013) National Youth Agency Commission into the role of youth work in formal education. UK

Miller B.M, (2013) critical hours: Afterschool programs and education success commissioned by Nelle Mae Education foundation.

McNeil, B, Reeder, N and Rich Julia (2012) A framework of outcomes for young people: The young foundation. UK