



Sport for Active Citizenship Toolkit



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Imprint

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1. Introduction

ENGSO Youth, as the only youth-led European-level organisation at the nexus of sport and young people, had a privilege to organise the International Activity 'Have a Youth Say in Sport' in November 2019. The Council of Europe supported the activity through the European Youth Foundation with the main objective of raising awareness of the 'Have Your Say!' manual among young leaders in the field of sport. Thirty-five young leaders were introduced to the 'Have Your Say!' manual, and through participatory workshop helped its adaptation to the sporting context. This Toolkit is a result of their collaborative work.

The Toolkit includes some theoretical reflections on how sport can be a learning tool for active citizenship, democratic participation, and how it can contribute to more inclusive communities. It provides arguments about why the European Charter on the Participation of Young People is so relevant for the grassroots sport sector, and presents some good practices of using sport as a powerful tool for learning and inclusion initiated by young people (Young Delegates of ENGSO Youth). Furthermore, the authors of this Toolkit adapted some of the pedagogical activities of the 'Have Your Say!' manual so that they can be applied in the sport setting. These activities are primarily designed to be implemented with groups of young people aged 15-25 in sport context by sports coaches, physical education teachers, and general educators, too. In fact, it will be useful to everyone who deem that sport and physical activities can aid the participation of young people in society.

2. Education for active citizenship and democratic participation in and through sport

Sport by its nature strives for the betterment of participants' performance, not only in terms of competing with others, but also to improve oneself in comparison with one's own previous achievements. It can also promote respect for rules, fair play, non-violence, inclusion, equality, and equal opportunities that are certainly important values in our societies. In many ways sport can also contribute to improving social skills; inclusive sport can help us to become more successful in different social roles such as friend, worker, leader, parent, partner, or citizen - to put it another way, it can help us to become more fully realised human beings. Sport provides an excellent social context for these types of learning opportunities and thus it imbues clear responsibilities in those who manage and facilitate sport.

This is where the pedagogic approach 'education through sport' becomes a useful tool in the hands of sport educators and PE teachers to live up to this responsibility. If we think about sport as a concept, it is close in form to non-formal education. It is an organised educational process that takes place alongside mainstream systems of education and training, and does not typically lead to certification. Individuals participate on a voluntary basis and, as a result, the individual takes a more active role in the learning process.

Sport can be looked at as a 'global social factor' that carries and produces values. It is important then to distinguish between sport as a social factor and sport and physical activity as potential educational tools. To do that, it is first necessary to have clear educational or learning objectives that aim to empower participants in relation to certain predefined social and citizenship competencies. For better understanding, let us differentiate Education FOR, BY and THROUGH Sport. The nature of sport is to mobilise people to achieve performance goals and to surpass competitive indicators (striving to excel in a sporting activity).

Education For Sport addresses the improvement of skills related to successful sport (winning competitions and/or accolades and beating records). The purpose of sport in this context is, therefore, to serve the development of individual and collective competencies, to improve physical performance related to sporting activities. This concept is a highly important dimension of modern sport. However, it has limited relevance on its own in the context of non-formal education. The implementation of the educational function of sport means to prioritise the pursuit of educational goals.

Education By Sport focuses on the implicit benefits and social values of sport. In this approach, the aim is to reconcile sporting goals and societal well-being. Sport, as a collective exercise and physical activity, within this approach works towards improving well-being, identity, solidarity and

social inclusion. Most grassroots sport communities have significant educational impacts at both individual and community levels. The development of social and citizenship-related competencies relating to fair play, following rules, teamwork and cooperation toward common goals are all developed by engagement in sporting activities. Grassroots sporting engagement can involve a lot of education by sport, which is sometimes more and sometimes less consciously planned by coaches, trainers and teachers. Many parents and guardians have this concept in mind when they encourage their children to join a sports team or start a sporting activity. And, as research shows, former student-athletes are more likely than non-student-athletes to be more thriving in terms of purpose, social skills, communities, work, and physical well-being.

The Education Through Sport (ETS) is a non-formal educational approach that works with sport and physical activity towards the development of the social key competencies of individuals and groups, in order to contribute to transferable personal development and sustainable social transformation (from sport to other real-life situations). This concept is more complex in terms of its aims and expected outcomes, and as such, it needs to be viewed from a holistic perspective. The ETS approach uses sport as a vessel to achieve the educational objectives of developing social competences, with a view to promoting lasting social transformation. The entire educational process within ETS is planned and prepared with outcomes expected to result from that process that are clear, realistic and measurable. Within this concept, sporting and performance results are secondary to the social skills that learners can potentially improve. These are competencies related to communication, cooperation, decision making, inclusion and anti-discrimination, respect, social justice, equality, solidarity, awareness of intersectionality, empathy and other everyday skills required for living in a respectful, inclusive and democratic culture.

Participation in sport obviously develop several social skills and contributes to improving citizenship competences. ETS methods can further these developments and fulfil the mission of transferring the acquired skills to other fields of life of the participants.

It is also important to talk about participation through sport, as sport organisations and sport communities provide an excellent space for learning to influence, learning to take part in decision-making. Volunteering in sport organisations and sport events could be (or should be) a suitable field for practicing and learning democratic participation. It is increasingly recognised that young people should have a say in the world of sport. Many young people are making their career in sport organisations and sport communities, and they are becoming more and more heard by sport managers and decision-makers. In many organisations there is system and structure in place for the young athletes to express their opinion and to take part in decisions that concern them. In this respect we must differentiate participation in sport and participation through sport.

3. Inclusion in and through sport

Inclusion refers to the act of including someone or something into a group or a setting. In the context of sport and physical activities, inclusion means ensuring that everybody has the opportunity to participate and play. It means that every person has a fundamental right to participate and play regardless of his/her “ethnicity, gender, sexual orientation, language, religion, political or other opinion, national or social origin, property or any other basis”, as the UNESCO International Charter of Physical Education, Physical Activity and Sport puts it. Everyone should be welcome to move, play or dance and reap the many benefits that come from quality participation.

To the reader of this Toolkit it may seem obvious that inclusion is an essential value in sport and physical activity contexts, but throughout history, practices often excluded certain groups. Some groups still are excluded, such as women and girls, and people with disabilities. These and other groups were victims of exclusionary practices either by something or someone. ‘Something’ can refer to structural features of society, for example, how it views and treats young people. ‘Someone’ can mean teachers or coaches who act differently towards young people who are members of specific groups. These factors can contribute to social exclusion by keeping young people apart through ethnic, social or economic differences, prevent a sense of belonging and acceptance, provide no opportunity for enhancement of knowledge, skills or understanding, and undermining their sense of control over their own lives.

Sport and physical activities can be used as a means to a wider goal of social inclusion as they offer a unique setting through which, under the assumption that participation is granted, inclusive approach can be experienced, felt and learned. Sport has the potential to prevent and remedy exclusionary practices by bringing people together who would normally due to their social and economic backgrounds not get a chance to meet in a shared pursuit. It can give the sense of belonging to a team or a club and provide opportunities for skill and capacity development and knowledge gains. It can even increase ‘community capital’ by extending social networks and facilitating a community cohesion.

Participation in sport and physical activities can result with multiple benefits for the participants as individuals and for the society. Besides the claims that sport and physical activity benefits individuals’ and public health, it is claimed that it can result in cognitive and conative benefits, character-building and soft-skill advancements, network building and gains linked to financially relevant aspects. However, is important to emphasise that these benefits do not come automatically from participation. It is the qualities of interactions and the relations that underlie them that will have pivotal effects in the realised benefits. Quality of activities, rather than activities per se, are more likely to lead to positive societal outcomes, such as inclusion.

4. Youth participation and active citizenship

Understanding Participation

When dealing with youth participation, one can see a variety of practices, as well as a diversity of approaches and theories. Youth workers, youth organisations and local authorities can approach the concept of participation from different angles due to the diversity of their backgrounds and experience. The motivation behind their work in the area of youth participation is often very different, too. Some may be motivated by a vision of social change and the building of more democratic societies; others may be interested in the development of young people; and others may simply be motivated by their own political aims. The debate related to different aspects of youth participation is an on-going one, and various answers can be given to the same questions: what is participation?

Participation and active citizenship within the democratic life of any community is fundamentally about having the right, means, space, opportunity and support necessary to participate in and influence decisions the actions and activities that are part of building a better society. This view of participation comes from the European Charter on the Participation of Young People, and clearly goes beyond a narrow understanding of youth participation in terms of just voting and political involvement. It stresses that participation means having influence on and responsibility for decisions and actions that affect the lives and interests of young people. In practice, this could mean voting in local elections as well as setting up a youth organisation or an Internet forum to exchange information about hobbies and interests, or other creative ways of spending free time. The Charter's perspective on participation also shows a shift in the approach to young people and youth involvement. Young people are not treated as victims or as a vulnerable group that needs protection and help (the so-called 'problem-based approach'). They are not treated as the objects of adults' intervention, with the adults assuming that they know what is best for young people. Instead, young people are seen as active players in organisations or in community life. They are seen as partners with lots of potential, talents and strengths. So, they should have the opportunity to express their needs and to find ways of satisfying them. An African proverb says "the one wearing the shoes knows exactly where they hurt". That is why young people must be involved in dealing with issues that affect them and why they should be supported by others rather than instructed by them.

In the last decade, youth participation has increasingly been referred to as a right (the so-called 'rights approach'). UNICEF, for example, sees participation as a human right and the UN Convention of the Rights of the Child underlines children's right to participate. For the Council of Europe, youth participation is "the right of young people to be included and to assume duties and

responsibilities in daily life at local level as well as the right to influence the processes of their lives democratically". Roger Hart, the creator of the concept called the 'ladder of participation' (which will be introduced shortly) says that participation is a fundamental right of citizenship because it is a way of learning what it means to be a citizen.

Participation as a right also means that all young people can exercise this right without discrimination, no matter where they come from or what language they speak. Youth participation can also be seen as a form of a youth-adult partnership, because it necessarily involves working together, and listening to everyone's voice and taking different ideas seriously.

In practice, this means that aims, objectives, roles, responsibilities, decisions, etc., are negotiated and agreed upon, and that young people and adults know precisely:

- where they are going;
- what is expected of them;
- what they expect of others;
- how they are going to do this;
- what kind of support they are getting and from where.

The advantage of youth-adult partnerships is that they bring together the skills and talents of young people and the experience and wisdom of adults. They also ensure that all individual contributions are recognised and valued, thereby motivating the partners to undertake more initiatives and projects.

Sport and active citizenship

Active citizenship can be defined as the democratic participation of civic society between the electoral periods, which is a crucial barometer of a cohesive society. In other words, active citizenship is the glue that keeps society together. Democracy does not function properly without it, because – as has just been discussed – effective democracy is more than just placing a mark on a voting slip. As a Europe-wide youth-sport umbrella organisation, ENGSO Youth aims to encourage the sense of community among young people to feel part of a wider community, and each individual to be aware of the difference they can make. These objectives are important at all levels of society to positively impact a multitude of economic, cultural, and social factors. Furthermore "engaging young people in democratic and civic life" is a key EU objective established in the proposal by the European Commission for the EU Youth Strategy 2019-2027.

Sport can be a powerful tool to enhance team spirit, solidarity, education and social values, and cooperation. So, the role of sport in promoting social networks and active citizenship is important. As a truly universal language, it is one of the best ways to bring communities together and

build trust among members of the society. Its importance and effectiveness in enhancing social development has been supported by the European Commission, the UN, several international non-governmental organisations (NGOs) and academic researchers. There are many ways in which young people play an active role as citizens of their societies. Across the EU, more than 100 million people are estimated to engage in some form of voluntary work, with sport and culture being the most popular areas of activity. A recent survey of young people aged between 15 and 30 living in EU member states found that 35% of young Europeans say they have been active in a sports club within the past year, youth organisation (22%), local organisation (15%) and cultural organisation (14%).

The role of sport clubs in society

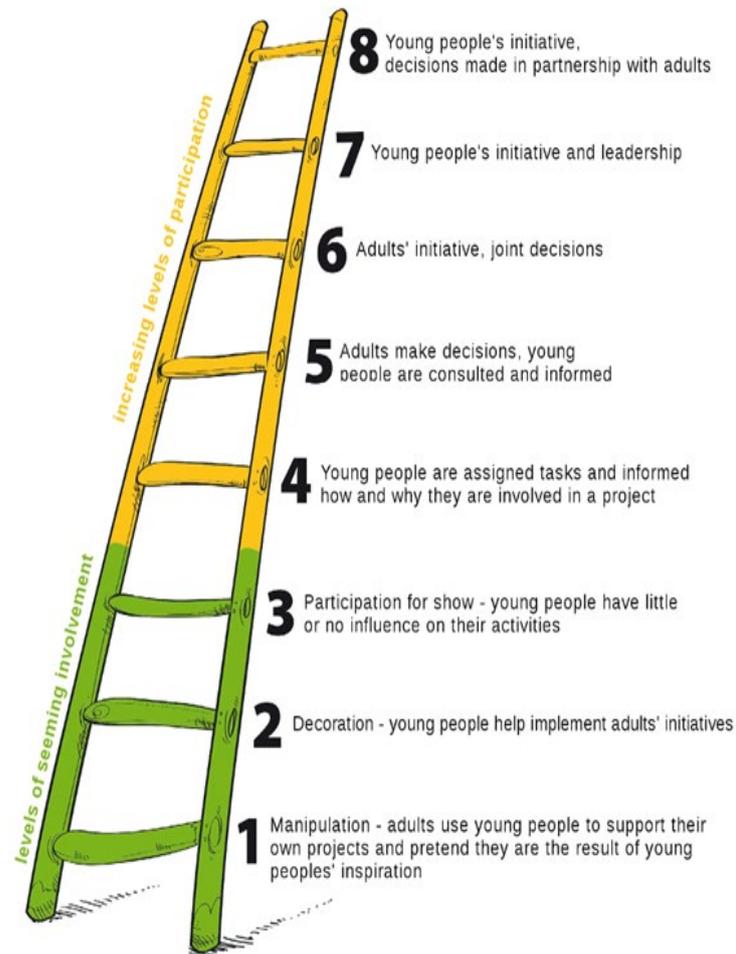
Sport and sport clubs hold an important place in our society. Being a member of a club, interacting with people, and participating in the life of a club can all create important social benefits and can help encourage active citizenship. It is well-known that sport be a valuable form of exercise, and it can lead to a wide range of physical and psychological benefits. But it is also about social inclusion, about helping those at the margins of society to be fully integrated, and to be important members of a vibrant community.

An important part of the sport world is volunteering, and more young people need to be encouraged to get involved. Such a commitment during the early stage of life may later translate into broader active citizenship, bringing multifaceted benefits to the volunteer and to the entire society. It is crucial that the sport sector and sport clubs realise all this potential, so they can play a stronger role within their communities their society. This is what active citizenship is all about!

One final note needs to be made at this point, and that it is not enough to say that young people do or do not participate. There are different degrees to which young people can be involved or can take over responsibility, depending on the local situation, resources, needs and level of experience. Hart's 'ladder of participation' is a widely used framework that is designed to encourage those working with young people to think more closely about the nature and purpose of their participation in community activities. It aims to enable young people to take an active part in decision making, and give them the opportunity to have a 'voice' in society.

The 'ladder' identifies eight degrees of children's and young people's involvement.

Hart's Ladder of Participation



This useful idea is discussed further in Chapter 6 of this Guide. For now, it would be useful to reflect on ways in which the 'ladder of participation' can be applied to sports communities:

- Could the ladder be used to help understand the participation of young people in sport?
- Could it be applied to participation in the management of sport organisations (volunteering in sport, taking part in decisions, membership of clubs, etc.)
- How might different forms of discrimination or exclusion affect young people's engagement with different aspects of sport?
- What criteria could be used to ensure the ladder can be used in sport?

5. Let's see the reality! Meet the ENGSO Youth Young Delegates' initiatives in the local communities

As one of its main activities, ENGSO Youth provides a platform for young voices to be heard. It gathers twenty-five young sport and physical activity enthusiasts from all over the Europe, and wider, to connect, learn, and share experiences. These young voices, or as they are officially named Young Delegates, are young people engaged in sport either professionally or as volunteers. They have been chosen to ENGSO Youth because of their previous contributions to their local communities. The hope is that they will carry with them the values of ENGSO Youth, and disseminate them for the betterment of young people worldwide.

In what follows, Young Delegates highlight some of the actions that they have initiated or coordinated. Although the foci might vary in terms of the target group or setting, these initiatives emphasise youth participation in and through sport and physical activity. They were organised by young people, usually gathering youth volunteers to support the delivery, and engaging youth participants. These examples should display the impact of young leaders on their communities, and serve as a hub of ideas for anyone who may wish to undertake similar activities.

Hi5 Happy Caravan

The 'Hi5 Happy Caravan' initiative is funded by the IOC Young Leaders Programme and Panasonic and led by Young Delegate **Mirjana Ivković**. Hi5 Happy Caravan's aim is to integrate young refugees and locals between 7-20 years of age. One of the fundamental issues faced by refugees upon arrival in Serbia is the language barrier; therefore, the universal language of sport is hoped to facilitate intercultural dialogue.

The project is currently in its implementation phase, having completed its preparatory phase from September 2018 to April 2019. In collaboration with project partners, the project began by identifying local municipalities and five new refugee centres or schools where sport and educational workshops were needed. Following this identification process, the implementation phase commenced in April 2019 and is due to be completed in June 2020. This stage was organised by the Serbian Olympic Committee (SOC), and has gathered previously selected teachers, coaches and facilitators who attended the seminar held in September 2018 in partnership with ENGSO through the ASPIRE project.

Every event delivers the same activities, including exercises led by a professional coach who runs

the IOS/Android App 'TreninGo' for exercising, a cricket match delivered by certified Serbian Cricket Federation coaches, and 'Football3' which is led by volunteers and Mirjana. During past events, young Serbian athletes who won medals at the Youth Olympic Games in Buenos Aires have participated as promoters of the project. These athletes include Ivana Perović, Aleksa Mitrović and Nadica Božanić. As Peer Educators, the athletes were hoped to have a positive impact on the motivation of refugee children and help to facilitate an inclusive social environment. At the time of writing, five events have been organised in five different cities and schools.

Although the evaluation phase commences next year, early feedback of the initiative has been overwhelmingly positive. The project's sustainability is best highlighted by the donated sport equipment and word of mouth support from former participants. More than 300 children participated in cricket and Football3 games.

As a continuation of the project and its legacy, Mirjana plans to continue delivering activities in association with project partners Group 484 and the Serbian Cricket Federation (SCF). As the project coordinator, Mirjana started the project with no expectations; she now believes in the growing impact of Hi5 Happy Caravan: "the main lesson is to start small but expect the greatest", she concludes.

Young Athletes Project

This project aimed to unite two- to seven-year-old children with intellectual disabilities and other children in a combined game-based training programme. The project's primary aims were to support motor skills development and remove social barriers experienced at an early age. This objective aimed to provide sustainable opportunities for young people with and without disabilities in order to encourage integration and healthy lifestyles. **Metehan Cengiz** is a Young Delegate from Turkey who coordinated an initiative in partnership with METLIFE and Procter & Gamble. This was one of the flagship projects implemented by the Special Olympics Turkey Programme. As project co-ordinator, Mehetan was responsible for organising events and training volunteers, families, coaches and trainers across 18 cities.

The sports development aspirations aimed to create volunteer opportunities for university students and increase their knowledge of special education and the struggles of early childhood. A sustainable system was facilitated by encouraging young athletes to become Special Olympic athletes. Moreover, the project aimed to engage key stakeholders beyond young athletes and students. This involved activating family members as a support network for young athletes, training new or existing coaches, and engaging community partners to support the growth of young athletes.

The principal challenge for Mehetan was to identify the needs of relevant stakeholders. Therefore, the project could only be advanced once he contacted families and schools and understood the country's regulations. Mehetan had to be mindful of logistical obstacles and the prejudices

surrounding disabilities in Turkish society. The project aimed to raise awareness about the importance of sport activities for both the children and the community. University students also had the chance to volunteer and become high-level trainers, academic researchers, and active citizens in their local community.

The project commenced with the young athletes' '8 weeks motor development programme'. Mehetan organised a networking event for new project partners from sixteen sites to collaborate with trainers, volunteers and families. Analysing the impact, Mehetan collected data based on assessment tests and surveys that had evaluated the motor development of both the athletes and the behavioural analysis of staff members. He also expanded the network of relevant stakeholders, oversaw monitoring, and developed written materials including manuals and feedback tools. Mehetan learned a great deal from the initiative including the importance of networking and creating well-organised structures that could help integrate people with disabilities.

Play2EDUCATE: Girl Goals

Gena Sturgon is a Young Delegate from the United States and founder and director of 'Play2EDUCATE' (P2E). The flagship initiative of this NGO was the 'Girl Goals' project which took place in Sojevë, Kosovo. The affected girls were predominantly ethnic Albanians and Serbs who ranged from 14-18 years of age. The primary aim of this one-day annual event was to breakdown generational, gender, cultural, and ethnic biases among the diverse group of participants using football as the facilitator. This was achieved through the event's promotion of cross-cultural exchange and prosocial behaviours related to inclusiveness, tolerance, and understanding to promote female empowerment. The event provided girls from eastern Kosovo a chance to engage with girls from different municipalities, ethnicities, religions, and backgrounds to break down stereotypes and help form prosocial relationships. Girls also had the opportunity to interact with successful female role models to gain inspiration, while simultaneously developing their football skills.

The day commenced with a panel of female guest speakers focusing on empowerment, equality, and inclusion - guest speakers included an athlete (Serbian), a youth worker (Albanian Kosovan), a helicopter pilot (American), and a lawyer (American). Basic football training was implemented for participants followed by cross-cultural exchange activities during interludes. Participants were then encouraged to converse about being a girl in Kosovo without constraints of ethnic identity and historical conflict. Dialogues aimed to foster critical thinking with regards to gender equality and gender stereotypes in Kosovar society. Following lunch, participants applied their newly developed football and teamwork skills in matches against each other.

The impact of the event was evaluated in two ways: 1) observation and verbal feedback from facilitators and staff; and 2) post-event feedback forms completed by participants. P2E staff and facilitators made observations throughout the day on the happenings of the event and then discussed them in debrief sessions. After the event, all participants were given a quantitative

and qualitative feedback form in their native language. P2E also evaluated success based on the number of attendees (more than 50 for 2019), media mentions, social media engagement and interest from event partners and participants to host similar events in the future. As the Organisation Director and Project Manager, Gena learned an infinite number of things. It was evident that this event had a huge impact and therefore the aspiration is to expand the programme by increasing the financial and human resources of the NGO.

Athletics Academy

Under the leadership of **Špela Hus** from Slovenia, the 'Athletics Academy' aims to achieve two goals for teenagers aged 14 and above. The first is to educate young athletes in topics that will help them become both better athletes and citizens. Although the topics do not cover subjects related to the training process, auxiliary skills are prioritised instead. These skills address aspects of nutrition, PR/marketing knowledge, mental training, basic financial knowledge, injury prevention and anti-doping. The second objective aims to create a community of young people who love athletics and are willing to utilise their newly acquired knowledge beyond their competitive career. This opportunity affords new young people to create innovative ideas and partake in their area of interest. These include competition management, officiating, anti-doping, medical, coaching, federation management, PR/social media management, volunteer management, media, sports law, advocacy in governing bodies, etc. The short-term goal of the academy is to nurture sixty youngsters by the end of the year.

In order to implement these objectives, the academy hosts ten monthly meetings throughout the year. Eight of these meetings are related to skill development (mainly through workshops), while the others focus on team-building activities. The academy aspires to gather an educated and thinking group of individuals by the end of the project. It also aims to facilitate cross-sport and cross-border cooperation. Overall, the impact of the initiative remains limited as the academy has only completed two meetings. Špela is encouraged by the start of the project and claims that the most important lesson from her experience leading the academy is to remain patient.

ACTIVATE Programme

Dillon Richardson is a Young Delegate from Canada who acted as a Senior Mentor in his hometown initiative, 'Motivate Ottawa' that runs the 'ACTIVATE' programme. The ACTIVATE programme is an example of social entrepreneurship aimed at establishing leadership skills and healthy living among young people across the country. This annual networking opportunity provided young people with the knowledge to deliver invaluable life skills. ACTIVATE projects in the past have included boot camp sessions, running clubs, and wheelchair basketball clubs.

This youth-led project lasted a total of eight months with the primary aim of delivering physical activity and health-related programmes for young people in the city. Participants aged between 16 and 22 were empowered by leading the brainstorming and planning process of the project. These participants were recruited in association with dedicated and committed partner organisations. Training and tools were also provided for the young people to provide on-going mentorship and inspiration for their fellow young peers.

Overall, Motivate Ottawa has delivered five projects across the region. The evaluation of the project's impact has involved on-going mentorship, follow-up meetings, programming visits, and feedback surveys. Without a doubt, this support system has afforded activators to return to their communities, with their new-found tools and skills, to implement physical activities and sport initiatives.

Odyssey: Sports Volunteering Association

Christian Saleh Hajj is a Young Delegate from Lebanon who founded an initiative entitled 'Odyssey: Sports Volunteering Association'. The project has been on-going since its inception in September 2019. 'Odyssey' represents a platform that encourages citizens of all ages to liaise and participate as volunteers in sporting events. Citizens with a background in Physical Education or Sports Management are particularly encouraged to sign up. The aim is to promote and strengthen the sports volunteering culture in Lebanon. This is, in turn, expected to promote active lifestyles and access to new sports, friends and new social skills, such as leadership, communication and organisational skills.

The methods implemented to achieve the objectives were to approach local sport event organisers, federations and clubs. This form of engagement was extended to local schools, universities, associations and municipalities. By building this nexus of relevant stakeholders, Odyssey has gained a platform to disseminate their philosophy of sport volunteering and information sharing. The findings and evaluation process of the initiative's impact remain on-going at the time of writing.

Ready to Sport

Lars Cornelissen is a young delegate from the Netherlands who co-led the initiative entitled, 'Ready to Sport'. This three-year nationwide project ran from 2017 to 2019 in collaboration with the Rabobank Foundation, one of the biggest banks in the country. The main objective of 'Ready to Sport' was to increase the sport participation of physically disabled under 18-year olds and show them the benefits of being active at grassroot clubs. The initiative aimed to attract 2,500 physically disabled youngsters with participation levels as low as 25% compared to the 84% found in non-

disabled youngsters. The project also aimed to host thirty multi-sport events where participants try different sports. As a result of the project's endeavours, 1,000 youngsters have participated in multi-sport events and 500 of them have found a new sport. Overall, 150 volunteers helped deliver the multi-sport events with 50% of these volunteers provided by Rabobank. In total, thirty grassroots clubs have helped to create sporting activities for the children.

A project plan was formulated to initiate the implementation of the initiative. Generally, it was found that children with an impairment failed to realise the sporting opportunities available to them. The children undermined their potential and capability to practice sport. Some children also struggled to find their favoured sport accessible for them at their local sport clubs. With this in mind, the approach was adapted to organise many multi-sport days where the children could try a lot of sports and equipment. During these days, the children encountered local trainers in their respective clubs, enhanced their motor skills, and socialised with other sportspeople.

The 'Ready to Sport' initiative helped the children find their ideal club if they expressed an interest in a particular sport. The project also engaged parents on best practice and supported grassroots clubs to produce opportunities for the children. 'Ready to Sport' had a positive impact on increasing participation and empowering marginalised youth in Dutch society through sport. The project was adapted and evaluated based on the feedback from young people, parents, sport clubs and the local municipalities. The lessons learned by Lars throughout the process were used to engage the focus group from the beginning of the planning process about the importance of engaging parents throughout.

6. Activities and pedagogical exercises

The activities presented here have been adapted from the 'Have Your Say!' manual with an aim to help youth workers teach young people about the value and importance of active participation and citizenship. Where possible, a physically active component is included in the hope that participants will learn in a fun and active way. Others use imaginative sporting context to display some of the challenges in the current sporting environment. The activities are participatory and interactive, and are envisaged to inspire self-reflection, as well as interesting and informative discussions.

The exercises:

1. Diamond of the Charter in Sports
2. Human Tacos
3. Ladder Exercise
4. Secret rule
5. For or Against. Have your say in sport.
6. 5 Matches - Factors of youth participation in sport
7. Sport participation timeline
8. Statement Exercise
9. Play for your right to health

Diamond of the Charter in Sport

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Local policies enhancing youth participation in sport
Sample	What's the most important?
Group size	Any
Time	90 minutes
Objectives	<ul style="list-style-type: none"> • to introduce the content of the Revised Charter • to review local policies enhancing youth participation in sport • to stimulate discussion about local youth policies in participants' contexts • to promote negotiation skills
Preparations	Copy the sets of cards for each group participating in the "Diamond of the Charter in sport" activity
Materials	One set of cards per small group
Instruction	<ol style="list-style-type: none"> 1. Ask participants what they understand by the term 'local policy' 2. Briefly introduce the different sectoral policies addressed in the Revised Charter 3. Divide the participants into groups of 4 people (coming from the same region either within a country or within Europe) 4. Explain the procedure: each group should briefly discuss and collect ideas about the relevance of the policies mentioned on the cards in sport context 5. Ask the groups to present their Diamonds to the rest of the group
Sectoral policies	<p>Policy for sport, leisure and associative life</p> <p>Policy to promote youth employment and to combat unemployment</p> <p>Urban environment and habitat, housing policy and transport</p> <p>An education and training policy promoting youth participation</p> <p>A policy for mobility and exchanges</p> <p>A health policy</p> <p>A gender equality policy</p> <p>A specific policy for rural areas</p> <p>A policy on access to culture</p> <p>A policy to combat violence and crime</p> <p>An antidiscrimination policy</p> <p>A policy on sexuality</p> <p>A policy of access to rights and law</p>
Debriefing and evaluation	<p>Ask participants the following questions:</p> <p>How do local policies influence participation of young people?</p> <p>Are you happy with the result of your work? Why?</p> <p>What was your influence on the whole negotiation process?</p> <p>What did you learn from this exercise?</p>

Human Tacos

Source	Training course on active youth participation, EYC, Strasbourg, 2007
Theme	Getting to know each other and exploring realities of youth participation
Sample	Me and my reality of youth participation
Group size	12-24
Time	90 minutes
Objectives	<ul style="list-style-type: none"> • to get to know each other • to share experience of youth participation realities related to participants' communities and organisations • to explore experiences of youth participation
Preparations	Big room or space with indicated four thematic corners for sharing should be prepared
Materials	A3 paper, markers or crayons, music, chairs, scissors
Instruction	<p>Individual preparation - 15 minutes</p> <p>Participants receive one sheet of flipchart paper with a hole in the middle and markers or crayons. On each of them they can draw or write about the following aspects of their life/ experience:</p> <ol style="list-style-type: none"> 1. Personal (family, studies, free time ...) 2. Organisation/work 3. Sport (personal means, best memory, etc.) 4. Experiences of youth participation (action related) <p>Sharing - 40 minutes</p> <p>Once the participants are ready, they have to dress like 'human tacos' and slip into the flipchart paper. Then they gather in the middle of a big room or space with the four thematic corners, which should be the same as these on their A3 papers. The corners are explained and participants are instructed that there will be four rounds and they have to pass through all the corners during the exercise preferably. In the corners, participants have 10 minutes for sharing and discussion. The facilitator should give the sign when the 10 minutes is over and ask participants to gather in the middle of the room. This is repeated four times. Every time, there is a different way to mingle around the room.</p> <p>Round 1: Tag Game.</p> <p>Choose four volunteers. These volunteers will be the 'catchers'. Each volunteer will represent one corner. (For example : Volunteer/Catcher 1: Sport corner, Volunteer/Catcher 2: Work corner...)</p>

Instruction

The rest of the participants will be the 'escapers'.
Escapers need to run around and go to the corner regarding which corner's representative caught them.
In case of 24 participants (4 catchers & 20 escapers), individual catchers can't catch more than 5 people during the round.

Round 2: Same tag game as in Round 1 but in jumping with closed legs.

Round 3: Musical chairs

Game of elimination involving players, chairs, and music, with one fewer chair than players. Participants need to dance around the circle of chairs for music and when the music stops (when the facilitator stops the music), whichever player fails to sit on a chair is eliminated. Then the facilitator is removing a chair and the process is repeated until only one player remains.

Dividing participants to the corners:

If you have, for example, 20 players, you can send the first 5 participants who are eliminated from the game to the first corner (Personal Corner) the next 5 players to corner second corner (Organisation, work) end, and so on. You can also let the eliminated participants go to the corner of their choice.

Round 4: Ship Captain

The facilitator is the captain. S/he calls out orders to the participants who are the crew. If a player does not follow an order correctly, s/he is out. This decision is made by the captain, who is always right!

Orders:

To the ship: run to the captain's right. The last one is out.

To the island: run to the captain's left. The last one is out.

Hit the deck: lay down on your stomach (or if players don't want to get dirty, they can crouch down). The last one is out.

Three men in a boat: the crew must form groups of three and sing 'Row, row, row your boat'. Anybody who is not in a group of three is out.

The love boat: crew members grab a partner and dance. Anybody without a partner is out.

Clear the deck: everyone must have their feet up off the floor. The last one is out.

SHARK!!!!: Everyone must run to a designated base (multiple bases can be used). The last player to the base is eliminated.

Sick turtle: Everyone falls onto their backs and waves hands and feet in the air. The last one is out.

Row the Boat: Each player finds a partner, sits face to face, holds hands, and pretends to row a boat. Players who can't find partners or who are too slow are eliminated.

Division of corners: Eliminated participants can go to the corner of their choice.

Secret Rule

Source	PLA Notes (2001), Issue 42, pp. 66-68, IIED, London. As presented by Josh Levene in the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Principles of participation
Sample	To participate or not to participate?
Group size	2 teams of at least 5 players
Time	60 minutes
Objectives	to experience being in a situation where participation is a challenge to introduce the participants to some of the principles of participation to explore how empowerment depends on transparency and sharing
Preparation	Find two participants and acquaint them with the secret rule of the game
Materials	Ball, goal posts, bibs
Instructions	<ol style="list-style-type: none"> 1. Divide participants into two gender-mixed teams. Team size can vary depending on the number of participants and the size of the pitch but the number of players should not exceed 8 per team. 2. Tell everyone that the rules of the game will be explained only once, so that they need to listen carefully. 3. Explain that you want everybody to concentrate on how they feel during the game. 4. The participants are required to score by putting the ball into a goal using their hands by playing as a team. They are not allowed to move with the ball, so as soon as they receive the ball they have to pass it onto the next player; they can only pivot and pass the ball within 5 seconds to the next player. The points are won when the team puts the ball in the goal of the opposite team. 5. Do not give any more instructions, even if there are more questions. 6. The facilitator starts the whole activity and acts as a referee taking into consideration the secret rule. The secret rule is that scoring does not depend on whether the team has scored or not but whether the score is achieved by a male or a female player. Any player can attempt to score, but only if the female participant has scored the points are achieved. The facilitator announces every time the goal is scored if the point was counted. 7. After about 10 minutes, stop the game, as this is normally enough time for the participants to experience a whole range of emotions. Let them debrief and discuss for 3 minutes. Resume the game for another 10 minutes. 8. Ask those who have not discovered the secret rule how they are feeling. Write down their responses on a flipchart.

Instructions	<p>9. Ask those who have discovered the secret rule how they are feeling. Write down their answers.</p> <p>10. Ask somebody from the group to explain the secret rule to the rest of the group.</p> <p>11. Ask the participants who discovered the secret rule why they did not reveal it to the others (they very rarely do so).</p>
Debriefing and evaluation	<ol style="list-style-type: none"> 1. Ask the participants what links they see between their experiences during this game (and the things they experienced during this game) and participation. Which aspects of participation have been tackled in this exercise? 2. Ask the teams to work in small discussion groups (two or four groups depending on the group size). Each of them should be focusing on the following sets of questions: Set A <ul style="list-style-type: none"> • When I am disempowered I feel ... • Towards those who disempower me I feel ... • Examples are ... • We are unable to participate when ... Set B <ul style="list-style-type: none"> • When I am empowered I feel ... • Towards those who empower me I feel ... • Examples are ... • We are able to participate when ... 3. Ask the groups to present the results of their work. 4. Initiate a plenary discussion on the advantages of participation and disadvantages of non-participation.
Tips for the facilitator	<ul style="list-style-type: none"> • be sensitive when using this exercise as people can become very defensive and emotional • use variations - the debriefing discussion can focus more on the role of sharing information, facts and rules in enabling people to participate this exercise can be used to introduce the Charter approach to youth • participation based on 'right, means, space, opportunity and support' (RM-SOS)
Variations	<p>Any group sport activity can be adapted to serve as the basis for the discussion about participation. Rules of basketball, volleyball handball can be adjusted and secret rule, respectively. The secret rule could be scoring for example with left or right foot or hand, scoring by throwing the ball with both hands, scoring over a certain distance, etc.</p>

Sport Participation Timeline

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Introducing one's experience in youth participation
Sample	What's your story?
Group size	4-25
Time	30-60 minutes
Objectives	<ul style="list-style-type: none"> • to share participants' experiences in participation in sport • to reflect on different ways in which individuals can participate in the life of sport organisations or clubs • to create a basis for planning further involvement in the area of youth sport participation
Preparation	None
Materials	A very big piece of paper, so that each participant has enough space to draw his/her sport timeline. Lots of coloured pencils, markers, coloured paper, scissors, glue, tape, old magazine pictures, etc.
Instructions	<ol style="list-style-type: none"> 1. Using the materials available, the participants should draw a timeline showing the milestones that represent their most important experiences in their sport participation. For example: <ul style="list-style-type: none"> • how and when they participated in school sport, sport organisations, or clubs, • how and when they were involved in supporting or promoting youth sport participation. 4. Participants present their timelines and talk about their experiences of youth sport participation.
Debriefing and evaluation	<p>Ask participants the following questions:</p> <ol style="list-style-type: none"> 1. What kind of participation experiences are listed most often? 2. What are the factors that encourage young people, including yourself, to participate? 3. Now that you have seen everyone's timelines, are there elements of your own that you could have included? 4. Do all the listed elements seem participatory to you? How?
Tips for the facilitator	<ul style="list-style-type: none"> • ask participants to draw their timelines in a way that they all meet at a central point on the paper (like sunrays). This central point then represents your training event • if the group is larger than 16 people, the drawings and presentations can be done in smaller groups

Statement Exercise

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Participation in sport, sport dilemmas, roles, and responsibilities
Sample	Decide, discuss and change your mind?
Group size	10+
Time	60 minutes
Objectives	<ul style="list-style-type: none"> • to raise awareness of participants' attitudes and limitations when working on issues in sport • to broaden participants' perspectives and approaches in dealing with youth participation in sport • to use and develop listening and discussing skills
Preparation	The statements 'I agree' and 'I disagree' should be written on separate pages of a flipchart. A line should be drawn in the middle of the room to show the border-line between those who agree and those who disagree.
Materials	Statements on flipcharts (one per page), markers
Instructions	<ol style="list-style-type: none"> 1. Start with a brief introduction about the topic of participation young people from minority groups in sport, the importance of collaboration between the various actors, and the challenges of sport participation in day-to-day life. 2. Explain that you are going to read a series of statements with which participants may agree to a greater or lesser extent. 3. Point out the two extreme positions: 'I agree' and 'I disagree'. Ask people to position themselves on one side of the line or the other. Positions closer or further from the middle line indicate the level of agreement and disagreement, respectively. 4. Read out the statements, one by one. Leave some time for people to position themselves after each statement. 5. Ask participants to explain why they have chosen their position. Explain that participants are allowed to change their position during the discussion. Try to leave time for everyone to discuss. 6. Ask participants if they want to reconsider their position after discussion. For those who have done so, ask them why they have changed their minds. 7. After a few minutes, read out the next statement. 8. When you have gone through all statements, bring the group back together for a debriefing.

Debriefing and evaluation	<p>Ask participants the following questions:</p> <ol style="list-style-type: none"> 1. How did you feel during this exercise? 2. Was it difficult to make a choice about where to stand? Why? 3. What arguments were used to help you make your decision? Were they based on facts or on emotions? 4. Which were more influential? 5. Are there any similarities or differences between what people did and said during the exercise and what they do in reality? 6. Are the statements valid? 7. Was the exercise useful? Why?
Tips for the facilitator	<p>The facilitator could put special emphasis on the following questions:</p> <ul style="list-style-type: none"> • How much do we actively listen to other people’s arguments? • How well do we make our point clear? • How consistent are we in our opinions and ideas? <p>To facilitate respectful communication, an object serving as a microphone can be introduced. Only the person holding the microphone is allowed to speak.</p>
Variations	<ol style="list-style-type: none"> 1. In some cases, the exercise could be performed without participants talking. The statements could be purposely very provocative and participants would have to choose a side without discussing their opinions. In this case, during the debriefing, special attention should be drawn to the frustration of non-communication when giving an opinion. 2. Do not allow people to position themselves in the middle, make them take a stand.
Suggestions for statements	<ul style="list-style-type: none"> • Young people are not interested in playing sport • Young people are not interested in volunteering in sport • Some young people do not play sport for cultural reasons • Public authorities should be responsible for the financing and implementation of policies in support of youth participation • Parents are responsible for children’s’ participation in sport <p>Statements can be chosen according to the objectives of the session and the context of the training.</p>

Play for your Right to Health

Source	Move and Learn Manual, www.moveandlearn.org
Theme	Right to participate in sport, access to sport and well-being
Sample	Discover privileges and access to sport
Group size	12-24
Time	60-80 minutes
Objectives	<ul style="list-style-type: none"> • to discover rights and access to sport • to reflect on how inclusive a sport group is
Preparations	Count how many participants for whom you will need role cards. Select which cards to give to participants, or write any tailored roles that you consider important for your group. Print and cut two copies of the role cards. Write each situation on a separate sheet of flipchart paper with big letters so that players can read it easily during the game. Ask one or two volunteers to act as referees, or referee yourself. The referee will need a whistle.
Materials	Printed role cards, a football / basketball / handball / volleyball / etc. (the activity can be played in any team ball game). A whistle, bibs to differentiate the two teams, a field or gym.
Instructions	<ol style="list-style-type: none"> 1. Create two teams of equal numbers of players (maximum 12 each). Give each player a role card (using the same set of cards for both teams), and ask them to imagine the person described on their card. Spend 5 minutes with trying to find out the life of this person. Ask the players to keep this role in their mind, but not to play/act their character, only react to the statements. Let them play for 5 minutes without counting points. 2. Explain the rules of the game if needed, and then have them play for two rounds, each round lasting 10 or 15 minutes. Explain that in every 2 minutes during play, one statement will be shown and described to all players during the game. 3. All players should decide how that situation would affect their role. If any player feels that the situation described is fully applicable to the role from their card, they can continue to play on without any restrictions. 4. At the same time, if any player feels that the situation described is not applicable at all to the role on their card, they then stop moving for 1 minute (they can count to 60). During this minute, they can continue to pass the ball but they cannot move from the spot. The two teams can play together for 20 or 30 minutes in total (2 times at 10 or 15 minutes) with a short break in between. This creates room for about 10 situations to be displayed.

<p>Debriefing and evaluation</p>	<p>Run a short 'de-roleing' exercise before debriefing. For example, you can ask the players to say goodbye to the imaginary role that played in their own way, perhaps waving to them as they leave or in any other way suitable to them. Ask the group to move into a circle, sitting or standing comfortably (on the floor or on a tatami). Ask the following questions one by one, and let the players talk and react to each other. Keep the discussion trusting, open, and respectful.</p> <p>Debriefing questions:</p> <ol style="list-style-type: none"> 1. How did you feel during the game? Explain to the participants that they can reveal their role whenever they wish. 2. How many times did you stop, and why? 3. Who had the same roles? Did you stop for the same statements? If not, why? 4. What do you think of your role's level of access to sport? 5. What could you do to improve the inclusivity of your team? 6. Who has the most difficulties in joining sport? How could you help them? 7. Do you think everybody has the right to participate in sport? 8. What is the reality?
<p>Tips</p>	<p>You can change the roles and the statements to more fit the concerns of your sport group. If there is a sensitive issue in your group you can also make sure that this exercise opens up the debate.</p> <p>If your group of young people is already sensitive to inclusion issues, or you would like to avoid using social-cultural labels, you can also write limitations that may represent certain discriminated groups on the role cards (such as: you can only use your left hand, you must skip every second pass to you, must wear a cap while playing, you cannot run etc.)</p>

Role cards		Situations
You are a Roma boy	You are a disabled girl	<p>You are happy and willing to join a sport club</p> <p>You find it easy to change in the dressing room</p> <p>You can make friends easily in the team</p> <p>You can play and be yourself freely</p> <p>You feel comfortable socialising with your teammates after the training</p> <p>You are respected by your sporting peers</p> <p>You speak up for your team mates if they are bullied</p> <p>You are never bullied in your team</p> <p>You get a lot of support for your sport achievements from your family</p> <p>You can speak about your private life at ease</p> <p>You feel like an equal member of the group</p> <p>You can find a sport club easily for yourself</p>
You are a boy from a refugee family	You are a lesbian girl	
You are who you are	You are a trans-gender girl	
You are a sport talented girl from a Muslim family	You are a religious Christian boy	
You are a black boy	You are boy from a very poor family	
You are a bisexual boy who is talented in sport	You are a local girl with Asian origin	

For or Against? Have your say in sport

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Engaging young athletes in decision making
Sample	How can young people influence decisions?
Group size	10-20 (preferred age group 17+)
Time	75 minutes
Objectives	<ul style="list-style-type: none"> • to identify practices of youth participation in sport organisations • to open reflection on the communication and cooperation strategies between young athletes and decision-makers in sport • to identify aspects to improve
Preparations	Print the case description for all participants, and the role cards: 1 sport manager, 2 coaches and the rest divide into two and on half cards write 'for' and other half 'against'. You will need two rooms.
Materials	Role cards, and case descriptions
Instructions	<ol style="list-style-type: none"> 1. Ask three volunteers who want to play the manager and the two coaches (one girl and one boy). Ask the two coaches and the rest of the group to pick a role card. Ask them not to show their card and explain that the FOR-s will have to support the idea of mixed trainings, the AGAINST-s will have to argue against it. Ask everybody to pick and read the case description too. The sport manager is not picking a FOR/AGAINST card as this person must be neutral and decide in the end. The manager and the coaches decide what sport the teams are playing 2. The two coach goes into the imaginary 'dressing room or gym', the female coach with the girls (the actual female participants) and the male coach with the boys (the actual male participants). And both teams discuss for 15 minutes. 3. After 5 minutes the sport manager visits the boys' team and after 5 minutes the girls' team to see how the young athletes think about the idea. The 'against' team should work separately in two places and collect their arguments. 4. After the 15 minutes the whole group meets (invited by the sport manager) for a 10-minute discussion where anybody can speak up. 5. In the end the sport manager sits in the middle of the room with the two coaches and discuss for 10 minutes and decide. In this part all players can hear the decision-making debate but cannot speak (as if the management were discussing in an aquarium in the middle of the room).

Debriefing	<p>Ask participants the following questions:</p> <ol style="list-style-type: none"> 1. How did you like the arguments for and against? Was it difficult to find good arguments? Why? 2. How much did you engage yourself in the debate? Why? 3. How did you participate? What would you do differently? 4. What do you think about the decision? 5. How can you participate in decision-making in a sport organisation? Is it important? 6. Could young people really influence decisions in sport? 7. What would you change in the sport club to make young people's opinion heard? What would you like to change in your sport organisation?
Tips	<p>Explain the aim of this activity, and discuss how sport can teach young people to be more active citizens?</p> <p>You can include a friendly game at the end of the exercise to create a good atmosphere. or if you play it in a gym you can also include some playing elements single-sex and mixed teams.</p>
Variations	<p>The case can be easily changed to fit other relevant issues from the sport community (inclusion and discrimination issues etc).</p> <p>If you play this exercise with teenagers (14-17), consider including some roles for parents as well, and see how parents influence the decisions.</p>

Case description

In your sport club some young people come up with the idea that girls and boys should play together regularly (not always but once a week) in mixed teams as it would have several benefits and advantages. However, some of the youngsters do not like the idea as they think it is not good to mix genders in sport. In the management of the sport club some think it is a good idea, but some are against. The chief manager is not sure so organises a meeting with the youngsters and the coaches to listen to the different arguments so that they could decide with the management.

Role of the Sport Manager

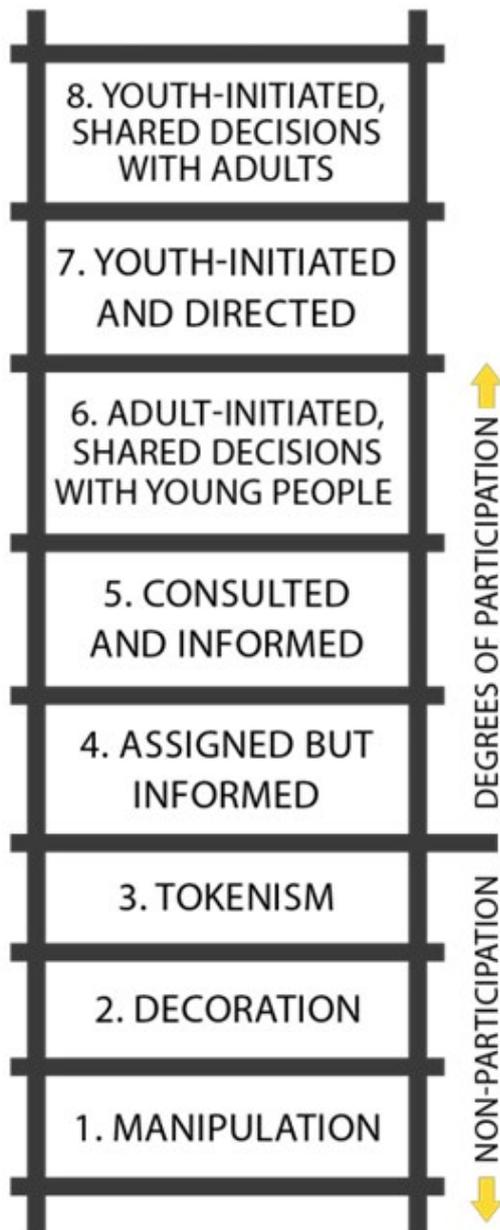
You are open but not convinced about the idea of playing in mixed teams. So, you want to hear the different arguments. You visit both the girls' and the boys' teams for 5-5 minutes to talk to the players. Then in 15 minutes you ask everybody to gather in the 'gym' for a 10-minute debate, and then you go with the two coaches to decide. In the 10-minute debate anybody can talk, in the debate with the two coaches you sit in the middle of the room (players can listen to your debate but cannot talk).

Hart's Ladder of Participation

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Implementing participatory projects, programmes and structures in sport
Sample	How participatory is your sport project or community for youth?
Group size	Any
Time	90 minutes
Objectives	<ul style="list-style-type: none"> • to reflect on possible degrees of youth participation in the framework of a project and activities in sport • to introduce the concept of Hart's 'ladder of participation' • to provide a framework to assess the degree of young people's participation in sport • to collect ideas for criteria of participatory approach in sport
Preparations	Hart's 'ladder of participation' should be drawn on the floor, or using real stairs, or symbols on the floor
Materials	Stairs or space with symbols of steps, printed handouts of the Hart's 'ladder of participation' for all participants
Instructions	<ol style="list-style-type: none"> 1. Introduce the concept of degrees/levels of youth participation and the model of the ladder of participation and give out the handouts. 2. Ask the participants to think of a sport project, or sport activity that they organised or participated in. Decide which rung of the ladder of participation best represents the degree of participation of young people in their sport project or community. 3. Ask the participants to stand by the relevant rung on the ladder. 4. Interview one person on each rung to briefly describe their project in mind, and explain why they stood there. 5. After hearing at least one example on each rung (if possible) ask participants to move if they feel that after hearing some examples they would like to adjust their position. 6. Invite the participants to sit down and brainstorm on possible ways of ensuring that young people can more fully participate in sport. What can sport educators do to make sport more participative, more democratic and promote citizenship?

Debriefing	<p>Ask participants the following questions:</p> <ol style="list-style-type: none"> 1. How useful do you find the model of the ladder of participation in your own work and in your own situation? 2. What are the limitations of this model?
Tips	<p>Explain that the aim of this activity is not to reach the highest rung of the ladder and that the highest rungs do not necessarily mean the best rungs!</p> <p>You can also use include special physical action on each rung, which you hide on a paper on each rung, and fold up after the interviews before the brainstorming. For example: 10 push-ups, 10 squats, 10 sit-ups etc.</p>
Variations	<p>This activity can relate not only to sport projects, but also to youth involvement in sport communities.</p>

Hart's Ladder



Rung 8: Shared decision making

Projects or ideas are initiated by young people, who invite the adults to take part in the decision-making process as partners.

Rung 7: Young people led and initiated

Projects or ideas are initiated and directed by young people; the adults might get invited to provide any necessary support, but a project can carry on without their intervention.

Rung 6: Adult initiated, shared decision-making

Adults initiate projects but young people are invited to share the decision-making power and responsibilities as equal partners.

Rung 5: Young people consulted & informed

Projects are initiated and run by adults, but young people provide advice and suggestions and are informed how these suggestions contribute to the final decisions or results.

Rung 4: Young people assigned & informed

Projects are initiated and run by adults; young people are invited to take on some specific roles or tasks within the project, but they are aware of what influence they have in reality.

Rung 3: Young people tokenised

Young people are given some roles within projects but they have no real influence on any decisions. The illusion is created (either on purpose or unintentionally) that young people participate, when in fact they have no choice about what they do and how.

Rung 2: Young people as decoration

Young people are needed in the project to represent youth as an underprivileged group. They have no meaningful role (except from being present) and - as happens with any decorations - they are put in a visible position within a project or organisation, so that they can easily be seen by outsiders.

Rung 1: Young people manipulated

Young people are invited to take part in the project, but they have no real influence on decisions and their outcomes. In fact, their presence is used to achieve some other goal, such as winning a local election, creating a better impression of an institution or securing some extra funds from institutions that support youth participation.

5 Matches - Factors of youth participation in sport

Source	Adapted from the Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life
Theme	Conditions of youth participation in sport
Sample	RMSOS model: Right, Means, Space, Opportunity, Support
Group size	10-20
Time	60-70 minutes
Objectives	<ul style="list-style-type: none"> • to reflect on concepts, scope and the different ways of understanding youth participation in sport • to analyse the relevance of different concepts of participation to participants' life • to initiate a debate on young people's attitudes to participation in sport
Preparations	<p>The exercise requires a safe, clean sport facility or a safe outdoor space.</p> <p>For the first match prepare pieces of paper for all participants, on 4-6 write "You are not supposed to play in this match Please, sit on the bench!", on the rest write "You can play".</p> <p>For the second match prepare pieces of paper for all participants, on half for both teams write "Take off your shoes!" or if the space is not so safe for injuries write "You can only use your left hand!", for the others write "You can play".</p>
Materials	Two balls or frisbees, a whistle, a set of cones (about 10-20), bibs to differentiate one team from the other.
Instructions	<p>Create two teams of equal numbers. Explain the rules of ultimate frisbee and let the team practice passing (a certain number of passes will be worth a point, if the frisbee falls on the ground the other team can start from that point, if the frisbee flies out of the pitch the other team can start from the line, there is no fight, no body contact, you cannot take the frisbee out of the hand, the frisbee must fly to reach other player). Decide how many passes will be worth a point. Explain that there will be 5 matches of 5 minutes with some differences and pay attention to these differences. Have a 3 minute break after each match.</p> <p>1st Match: Ask the participants to pick a paper in each team. Make sure that you have the same number of "You are not supposed to play" cards in both teams. Put the ball or frisbee in the middle of the pitch and ask both teams to stand in a line facing each other. When you whistle both teams can try to get the frisbee/ball and start the game. Count the points, and the winner will get a match point.</p>

<p>Instructions</p>	<p>2nd Match: Ask participants of both teams to pick a paper and do as written. Start the match as in the first one and count points, the winner gets a match point.</p> <p>3rd Match: Scatter the cones in the pitch of the game and explain that they cannot touch, step on them during the game, if they do so the other team can start. Start the match as in the first one and count points, the winner gets a match point.</p> <p>4th Match: Explain the team that this will be the 4th match but another coach will explain the rules. Ask another facilitator to come and lead this match, but he/she will only ask questions about the game (how they like this game, what kind of experience they have) for 5 minutes, and after 5 minutes you come back and say that the time for the 4th match is up. So, the opportunity is lost.</p> <p>5th Match. You tell the teams to play the 5th match but you must leave so they must do it without your support.</p> <p>Come back after 5 minutes and check the results and announce the winner. Ask all players to sit down in a circle.</p>
<p>Debriefing</p>	<ul style="list-style-type: none"> • How did you feel during the games? • What were the differences among the 5 matches? • Can you identify what was missing in each match? When can you participate fully in sport? What prevent people to play sport? • What does 'right to participate in sport' mean for you? What kind of means you need to influence your sport community? What space do you need to have a say in your sport organisation? Who can give opportunities to participate in decisions? What kind of support do you need and from whom? • What can you do to have a say in your sport community? • What can you do to have a say in your sport group? And what can you do to ensure that others can also participate and others can also have a say? • What did you learn in this exercise?
<p>Tips</p>	<p>The exercise can be played with a frisbee or a ball. Frisbee requires more skills, so only use it when the group have some experience in frisbee.</p>

RMSOS: Right, Means, Space, Opportunity, Support

The RMSOS model is a means of assessing the extent to which each of the five main factors influencing youth participation is present within a project, initiative, organisation or in community life.

Right: Young people have an implicit right to participate in sport; it is a human right or citizen's right. Young people should be active in promoting their rights. In practice, this means much more than playing sport, but also having a say in their sport community and sport organisations.

Means: Life can be difficult for young people who have limited resources in life (for example, money), and who live in poverty due to unemployment or other difficulties. This may mean that their basic needs like food or shelter are not met and they may feel isolated or left out of society as a result. It is natural that, in such circumstances, the priority is to try to look for different ways of obtaining the missing resources and, as a result, young people might lack the time or motivation to participate in sport and in sport organisations.

Space: Young people need physical space to play sport, and also to spend time or to organise their own activities. As far as participation is concerned, it also means that the sport organisations and their decision-makers may need to provide space (they listen, they consult or they involve) for young athletes to take engage in decisions that concern them.

Opportunity: In order to be able to participate actively, young people need to be provided with opportunity. This means, for example, that young people must have easy access to information on how to get involved, what the opportunities available are, and how they can engage with the decisions of the sport organisation or sport club. There should be structures and systems in place that allow youth participation in the life of sport organisations.

Support: Young people have lots of talent and the potential to participate, but without the necessary support, their involvement might not be realised. They should have access to various forms of support: financial, moral and institutional support at a number of different levels, including at personal, organisational or at community levels. Ideally, sport organisations and communities should provide adequate support to allow youth participation, as well as provide full access to sport for all.

7. Memories from the meeting

[Video recap](#)

[Photo gallery](#)



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