

It's All About Children and Young People

Implementing a child/young person
centred philosophy in sport and recreation

April 2007

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INTRODUCTION

Purpose

1. The purpose of this document is to provide guidelines for organisations/individuals that run sport and recreation programmes for children and young people (0-24 years). The guidelines encourage the development of a child/young person centred philosophy that ensures that children and young people receive the greatest possible value from their participation and are encouraged to remain participating over time.

Why a child/young person centred philosophy?

2. Children and young people can derive great value from participating regularly in sport and recreation activities. Not only is participation important for their health and wellbeing but ongoing participation can contribute to:
 - development of social skills and moral and ethical behaviour;
 - development of personal skills such as problem-solving, communication, decision-making and leadership;
 - understanding and feelings of inclusiveness and empathy with the needs of others;
 - transmission of cultural norms and values;
 - opportunities for the development of personal and group identity;
 - improvement and maintenance of physical, mental and emotional health;
 - productive use of leisure time; and
 - helping individuals, groups and communities of people realise their full potential.
3. Currently, delivery of sport and recreation services to children and young people is not having maximum impact. Physical activity levels of children and young people are trending downwards and sedentary behaviour is increasing in some groups of children and young people because: current provision of sport and recreation services to children and young people is of variable quality and potentially negatively impacts on participation; and children and young people are telling us (through research) they want different experiences in sport and recreation to what has been provided historically.

Physical activity rates

4. The *New Zealand Sport and Physical Activity Surveys 1997-2001* found that activity levels across all young people declined slightly from 68.9% in 1997 to 66.5% in 2001. However, there was also a significant increase in the proportion that was sedentary, (undertaking no physical activity) from 7.9% in 1997 to 12.8% in 2001. This was evident for both boys and girls.
5. Even though Māori young people are one of the most active ethnic groups, their level of activity fell significantly from 75% active in 1997 to 66% in 2001. This drop occurred for both young boys and girls, and across all age groups. One of the biggest changes was

an increase in the proportion of sedentary Māori young people from 6% to 18% overall, (including from 5% to 17% for Māori boys and from 6% to 20% for Māori girls).

6. Between 1997 and 2001, the proportion of inactive Pacific young people increased overall from 40% to around 53%, although this cannot be regarded as statistically significant due to the relatively small sample sizes overall. There is a significant pattern for girls, however – 30% of Pacific girls were inactive in 1997 compared with around 60% in 2001.
7. There was also a significant increase in the proportion of sedentary Pacific young people from 6% in 1997 to 33% in 2001, which is reflected by a drop in the proportion of Pacific young people who were highly active from 40% in 1997 to 26% in 2001.
8. SPARC research indicates that 16% of adults and 8% of young people classify themselves as having a disability. Of these, approximately 75% of adults and 60% of young people said their disability prevented them from taking part in their activity of choice.

Provision of sport and recreation

9. SPARC's National Junior Sport Reference Group 2005 and sector organisations have identified that delivery of sport and recreation services to children and young people is characterised by the following:
 - based on historical practice rather than contemporary lifestyles and thinking;
 - variable quality of provision, including the quality of coaching and coaching support;
 - inconsistency in delivery at community level;
 - reliance on volunteers and inability to attract and retain enough volunteers;
 - emphasis placed on the performance model of sport at the expense of educational and social models;
 - many of the systems and structures are set up to cater only for the best athletes/participants rather than all of them;
 - varying degrees of cohesion and collaboration among providers often as a result of lack of clarity of role and purpose;
 - the needs and interests of children and young people are not often placed at the centre of service provision;
 - costs of provision have increased which places sport and recreation out of the reach of some families;
 - the nature of participation by young people has changed from short-term involvement to long-term commitment and membership to shorter-term involvement; and
 - increasing emphasis on participation for health outcomes over sport and recreation outcomes.

What do young people want?

10. Qualitative research conducted with 11- 18 year olds in two separate studies^{1 2} indicated that young people are looking for experiences that:
- create opportunities for social interaction;
 - promote inclusiveness;
 - facilitate a healthy lifestyle;
 - let them test themselves and their physical limits;
 - encourage ongoing participation;
 - provide support to learn and develop;
 - provide opportunities to engage in social or non-competitive sport and recreation;
 - do not take up too much of their time; and
 - are respectful of their needs and interests and things that matter to them.

CREATING VALUE FOR CHILDREN AND YOUNG PEOPLE

Key drivers of participation

11. Creating value for children and young people through their participation in sport and recreation means understanding what motivates them to take part, providing an environment that meets that expectation and providing them with experiences that encourage continued participation.
12. 'Fun' is a key driver of participation for children and young people but is experienced differently by individuals. For example, many find sport and recreation fun when they are involved in the action, while for others fun is achieving a sense of success. Others describe sport and recreation as fun when they win, achieve a goal, receive recognition, or improve their skills and techniques.
13. While fun is a surface motivator there are underlying and more emotive drivers of participation. These underlying drivers are:
- the need to connect with others;
 - the need to build self-confidence;
 - seeking to define individuality – help to answer 'who am I?'; and
 - wanting to please parents and family.
14. In addition participation is affected, either positively or negatively, by an individual's level of confidence and perception of ability, the amount of social support provided including recognition by peers and significant adults, and the amount of enjoyment gained from the experience.

Barriers to participation

15. Qualitative research, as noted earlier, has identified that a combination of emotional and environmental factors discourage or terminate young people's involvement in sport and recreation.

¹ Stay and Play (14 – 18 years) 18 Ltd 2006;

² Motivations and barriers to participating in sport (11 -14 years) TNS New Zealand Ltd 2005

16. Environmental factors, such as timing or scheduling of activities, are more likely to be outside of the control of the child or young person. To overcome these barriers some consideration of the child or young person's needs during planning or decision-making would be helpful.
17. Other environmental factors that create barriers to participation include:
 - lack of awareness of available activities;
 - lack of parental consent;
 - logistics of getting to activities;
 - availability of facilities and amenities;
 - prejudice and restrictions;
 - priority given to educational achievement by parents; and
 - physical health status.
18. Emotional factors can also create barriers to participation. In general these factors affect a child or young person's feelings of confidence and competence and places participation as a high risk activity where their self-esteem is at risk. Additionally, perceived lack of opportunity to show off skills and lack of family and/or peer support or encouragement can also impact on participation.
19. Adult involvement can also create emotional barriers particularly when those adults display favouritism, perform poorly or are perceived to have little ability e.g. to coach or manage, or show inappropriate levels of interest – either too much or not enough.
20. Underlying thoughts such as fear of being hurt, rejected or humiliated or fear of failing or being left out or isolated, not being good enough, getting it wrong or not being involved in the action also act as barriers.

The influence of demographic factors

21. Children and young people of different cultures, gender, experience of disability, socio-economic status or other demographic variables may well face additional and specific barriers and/or motivators for participating in sport and recreation. These may impact on the amount of participation and/or the nature of this participation.
22. For example, young Pacific people report that cultural priorities such as church, family expectations about working and family time, financial constraints and gender expectations of females, as factors that limit participation.
23. For girls, barriers to participation may include; competitive environments and an emphasis on winning rather than individual development; mixed-gender activities, especially where boys did not include girls in the activity; facilities that are unwelcoming and unfamiliar; lack of parental support for their participation and/or low levels of physical activity amongst mums and dads; lack of other role models; and many girls do not perceive themselves to be 'good at sports' and this is negatively related to participation.
24. For children and young people from lower socio-economic families the barriers include the cost of participating i.e. buying equipment or uniforms or paying fees, the family priorities for spending money, and little or no access to transport.

The impact of key influencers

25. Adults are often in roles that influence the nature of the sport and recreation experience for children and young people. Primary influencers include parents/family, friends and peers, school teachers and coaches.
26. Secondary influencers include cultural background, local club activity, advertising messages, and activities of role models and heroes. Secondary influencers tend to support, or not, continued participation
27. These influencers could act both positively and negatively for sport participation. For example: parents and family could provide a positive influence through providing emotional support but negative influences through a lack of encouragement.
28. Adults in influential roles need to consider:
 - making decisions based on the best interests of the child or young person;
 - acknowledging the needs, interests, motivations and aspirations of children and young people;
 - placing value on the social, educative and cultural outcomes of sport and recreation;
 - creating opportunities for children and young people to develop and improve;
 - taking responsibility for developing their own skills and competence;
 - focusing on a child / young person's whole life;
 - having concern for the wellbeing of each individual in their care; and
 - viewing children and young people as having valuable knowledge to contribute.

DEVELOPING A CHILD/YOUNG PERSON CENTRED PHILOSOPHY

Explanation:

1. Developing a child/young person centred philosophy is about putting the needs and interests of children and young people at the centre of the sport or recreation experience and helping them get the greatest value from their participation.
2. It means that decisions and actions are made that are in the best interests of the child or young person and account is taken of individual needs and differences rather than treating all children and young people the same.
3. A child/young person centred philosophy will provide:
 - fun, enjoyment and sense of satisfaction for the participant;
 - an opportunity to be with friends;
 - purposeful and challenging activity;
 - a sense of achievement, learning and improving;
 - positive competition;
 - a sense of being cared about and listened to;
 - opportunities for all children and young people to participate and develop;

- developmentally appropriate and modified activity; and
- an environment that encourages involvement in decision-making.

Why is this important?

4. When children and young people are having their needs and interests met through participating in sport and recreation activities they are more likely to continue to participate and more likely to achieve better results. In any one situation there may be a range of motivations, expectations and abilities. All of these must be acknowledged and respected.
5. Fun and enjoyment appear more often than not as one of the reasons cited by children and young people for their participation in sport. What makes sport 'fun' can be quite different for different groups of children and young people and depends on their motivation for participation in the first instance. However, when sport ceases to be 'fun' children and young people will question their continued involvement and make leave or stay decisions.
6. Placing children and young people at the centre of the sport or recreation experience will help coaches, teachers, leaders and others to develop activities that are appropriate for the level of skill, ability and stage of development of the child or young person. Matching the capability of a child or young person to the level of difficulty of an activity encourages participation and allays undesirable qualities such as boredom or anxiety and frustration which can lead to drop-out.
7. Social, physical, emotional and cognitive development in children and young people does not happen all at the same time. Additionally, at any given age, there can be as much as 60% difference between individuals in terms of their physical, social, cognitive and emotional growth. The diagram below shows a model of the varying rate of development of different growth factors for children and young people.

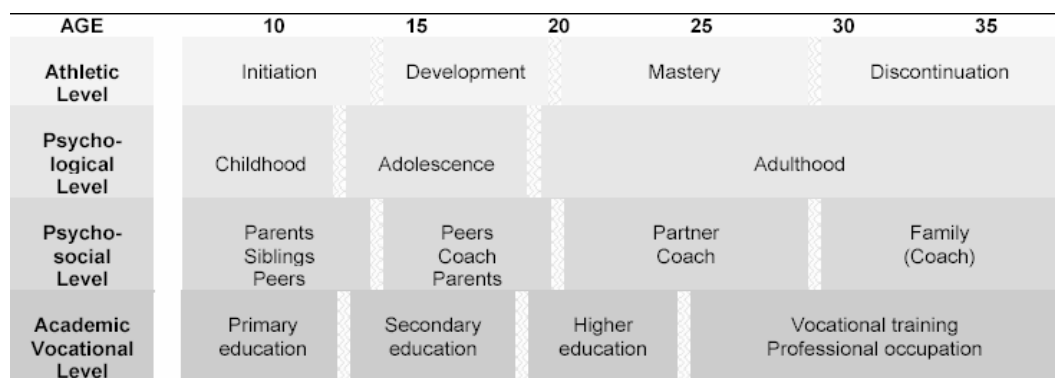


Fig. 1: A developmental model on elite-athletes' development at athletic, individual, psychosocial, and academic/vocational level (Wylleman & Lavallee, in press)

8. Adopting a child/young person centred approach also means that a mastery motivational climate can be created that promotes learning, effort and self-improvement at a pace that matches the level of the participants and leads also to improved performance and enjoyment.

9. Some children and young people will have differing personal circumstances that make participating more challenging for them. The personal circumstance may be experiencing disability, or a low level of skill mastery or socio economic constraints.
10. Regardless of their personal circumstance all children and young people have a right to participate in meaningful sport and recreation. Putting children and young people first means creating an inclusive environment where activities or approaches are changed or adapted to facilitate their participation.
11. Children and young people represent an increasingly diverse group of New Zealanders in terms of their gender, age, ethnicity, health status, where they live, quality of parenting, socio-economic background, religious belief, social practices and so on.

IMPLEMENTING A CHILD/YOUNG PERSON FOCUSED PHILOSOPHY

1. There are three key guidelines that organisations can follow to begin implementing this philosophy. The guidelines are:
 - ensuring that children and young people are provided with educated adult leadership;
 - providing appropriate development processes; and
 - committing to ethical practice.
2. The guidelines are designed to assist in the delivery of good practice sport and recreation for children and young people and the implementation of a child/young person centred philosophy. An explanation and details of the importance of each guideline is given.

GUIDELINE ONE: Providing educated adult leadership

Explanation

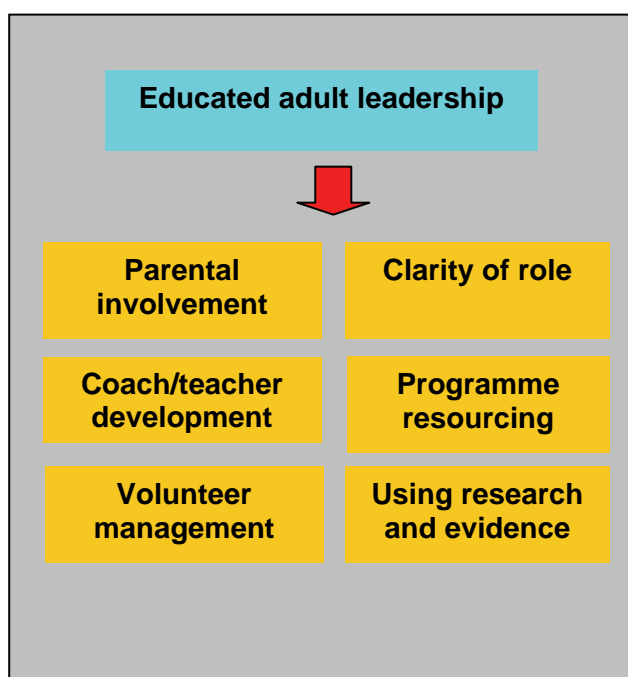
1. Sport and recreation are often valued because of the opportunities they provide for children and young people to learn about more than just how to participate and play. Sport and recreation offer children and young people opportunities to develop leadership skills and to learn how to be part of a team or community; to set goals and have dreams and work to realise them; to take appropriate risks and learn about action and consequence; and to develop pro-social behaviours.
2. Achieving these outcomes, however, depends on those responsible for providing sport and recreation opportunities acknowledging that there are greater benefits and ensuring that the way sport and recreation is presented allows this learning to take place.
3. Adults play a key role in ensuring the quality of the sport or recreation experience. Children and young people rely on adults to provide an environment that is safe and secure that encourages learning and where positive relationships are developed.

Why is this important?

4. Not every child or young person will reach the highest honours in their chosen sport or master every activity in which they engage, but every child can be a lifelong participant and develop as an individual through their participation.
5. Sport and recreation are recognised worldwide as having the potential to impact positively on the lives of individuals and communities. There are many competing activities that provide children and young people with the immediate returns they are looking for when they participate such as fun and connecting socially. However, few of these activities have the potential to deliver the value that well-presented sport and recreation can.
6. Sport and recreation do not deliver broader outcomes by virtue of a child or young person participating in that activity. There needs to be deliberate consideration of how the learning takes place and how it is made implicit in the experience rather than occurring accidentally.
7. Research shows that children and young people like to be surrounded by adults who are good at what they do. Significant adults are often central to the decisions that children and young people make about their participation in sport, but this is often not well understood by those adults. Children and young people require the support of adults to validate their decisions and actions and to make the sport experience one full of meaning.
8. The significance of the support provided by peers and family and the influence of coaches cannot be overlooked or underestimated as a key factor in young people's decisions about participating, or continuing to participate in sport.

9. Often adults create confusion for children and young people either through providing conflicting information or role confusion. Examples are when a parent becomes a coach/leader, or a teacher becomes a coach/leader.
10. Adults are in a position of leadership and trust and therefore have a responsibility to:
- present sport and recreation to children and young people in a way that maximises participation, fun and enjoyment, security and satisfaction;
 - provide frequent opportunities for children and young people to experience personal and group achievement and success;
 - be aware of and promote the positive contribution that participating in sport and recreation can make to the lives of children and young people;
 - provide safe and effective delivery of sport and recreation services;
 - keep up-to-date regarding appropriate delivery of sport and recreation to children and young people;
 - encourage children and young people to be involved in the planning and decision-making relating to activities that directly affect their participation and development;
 - develop quality sporting relationships with children and young people that encourage participation, reflect and encourage positive inter-personal behaviour, transmit appropriate values; and
 - encourage children and young people to make good decisions about practices that may place them at risk.
11. Critical adult leadership roles include the key influencers – parents, coaches, teachers and leaders but also expand to other roles such as planners and administrators, officials of all kinds, spectators and supporters, and advertisers and promoters.

The elements for consideration when providing educated adult leadership



Linkages to SPARC work

The child/young person centred approach is consistent with a number of SPARC projects.

Active Schools
One of the key messages associated with Active Schools is that Active Schools provide child-centred activity.

New Zealand's Coaching Strategy
The coach development component of this strategy emphasises an athlete centred approach that is based on the needs of the athletes in the coaching communities and aligned to the stage of development of the athletes.

GUIDELINE TWO: Providing appropriate development processes

Explanation

1. Different sport and recreation organisations will have different models of development pathways that allow their participants to make progress and realise their potential as performers.
2. Despite the variation there are a number of features that must be present in any pathway to make it effective. For example, an effective pathway will identify sequential steps that allow for progression along the pathway.
3. Pathways also need to provide for systematic and holistic development of individuals as they either progress through, or reach and remain at, different stages of development.

Why is this important?

4. Most children and young people want to be the best they can be and having a clearly identified development pathway helps them measure their progress.
5. Every child or young person has a right to realise whatever potential they may have as individuals and as participants in sport and recreation. A clearly identified pathway will facilitate this.
6. A clearly defined development pathway also allows services and resources to be directed at different stages in line with an organisation's priorities or in a manner that is appropriate for a particular stage of development.
7. Historically the age of the individual has been used as the main means of determining development. Research tells us that chronological age is a poor indicator of development so an age dependent approach may not be good developmental practice.
8. A more appropriate approach is to consider development in terms of readiness where decisions about movement along the pathway are made based on the developmental appropriateness of an activity and not just age. Readiness assumes that certain conditions and/or experiences have been accumulated that allow the child or young person to learn new skills and take on new information.
9. A child or young person's readiness will depend on his/her;
 - physical readiness e.g. mastery of fundamental movement skill, growth;
 - social readiness e.g. sense of self, support and encouragement from parents and friends;
 - motivational readiness e.g. expressing a desire to participate and/or learn and;
 - cognitive readiness e.g. ability to understand instruction, rules or tactics.

10. Evidence also indicates that the key to success does not lie in how early a child gets involved in sport and recreation activities but that a child participates when s/he is optimally ready. It is important to note here is that there is no one age where a child should begin to participate in sport and recreation. The starting age will be different for different children.
11. Within any development model the support needs of each individual and the developmental/performance focus will change as an individual makes progress. This has ramifications from both a coaching/leading and competition viewpoint. Emphasis is placed on assisting athletes in their successful transition from one stage to the next from a skill acquisition rather than age viewpoint.
12. Internationally it is often suggested that it takes on average 8-12 years (10,000 hours) of deliberate practice for athletes to reach elite levels. Although this time component is a factor, what an athlete does during each stage of their development, how they do it and how they interact with the environment are crucial factors in determining the attainment of excellence. This highlights the critical role of effective coaching and leadership throughout all stages of athlete development.
13. Research also indicates that diversification of sporting experience in early stages of athlete development does not hinder future elite performance in sports where peak performance is reached after maturation. Diversification over a range of sports has positive implications for long-term physical activity patterns, recreational and competitive sport involvement.
14. Arguments can be made for and against early specialisation in sport but there is little evidence to support the notion that early specialisation will enhance a young person's chances of sporting success. While early specialisation may be appropriate for some activities there are many negative consequences associated with this such as burn-out, increased injury risk, and withdrawal.

The elements for consideration when providing appropriate development pathways

Appropriate development		Linkages to SPARC work
Clearly articulated pathway	Targeted resourcing	<p>Talent development The talent development project has created a sport and recreation pathway that identifies stages of development.</p> <p>Fundamental movement skills A resource to assist adult leaders provide developmentally appropriate activities for children.</p>
Readiness - Age versus stage of development	Specialisation	
High quality competition	Emphasising skill development	
Modified sport	Diversification	

ACTION THREE: Creating a safe environment

Explanation

1. Children and young people have a right to participate in an environment that provides them with a high degree of safety and protects them from physical, emotional, social and cultural harm.
2. "Sport can teach honour, physical skills, discipline, self-esteem, humility, the team concept and healthy lifestyles. Sport can also teach cheating, create inflated egos, give a sense of entitlement and reinforce distorted body images and poor health consequences. Ethics in sport can explain the gap between the amazing benefits sport can provide and the horrible damage it can inflict."

(US Anti-Doping Agency, *Struggling with Ethics in Sport – the Journey 2005*)

Why is this important?

3. Where children and young people are not protected from harm and are subject to injury, harassment, bullying or any like behaviour their enjoyment of sport and recreation is compromised and the likely result of this is dropping out.
4. Children and young people also need to be taught and take responsibility for ensuring their own safety and the safety of others.
5. There is growing national and international concern about ethical issues in sport, particularly, doping, child abuse, spectator violence, sexual assault and misconduct, lack of respect for officials and opposing players, and undue parental pressure on young children.
6. If sport and recreation lose their integrity and value as something worth honouring, it will have many detrimental effects, not least of all, challenging the cultural importance that they have. Other effects include:
 - diminishing sport and recreation's ability to provide positive role models for young people;
 - diminishing community support and respect;
 - diminishing sport and recreation's ability to be an agent of social cohesion;
 - decreasing corporate support;
 - decreasing membership;
 - increasing litigation and insurance costs; and
 - increasing negative media coverage.

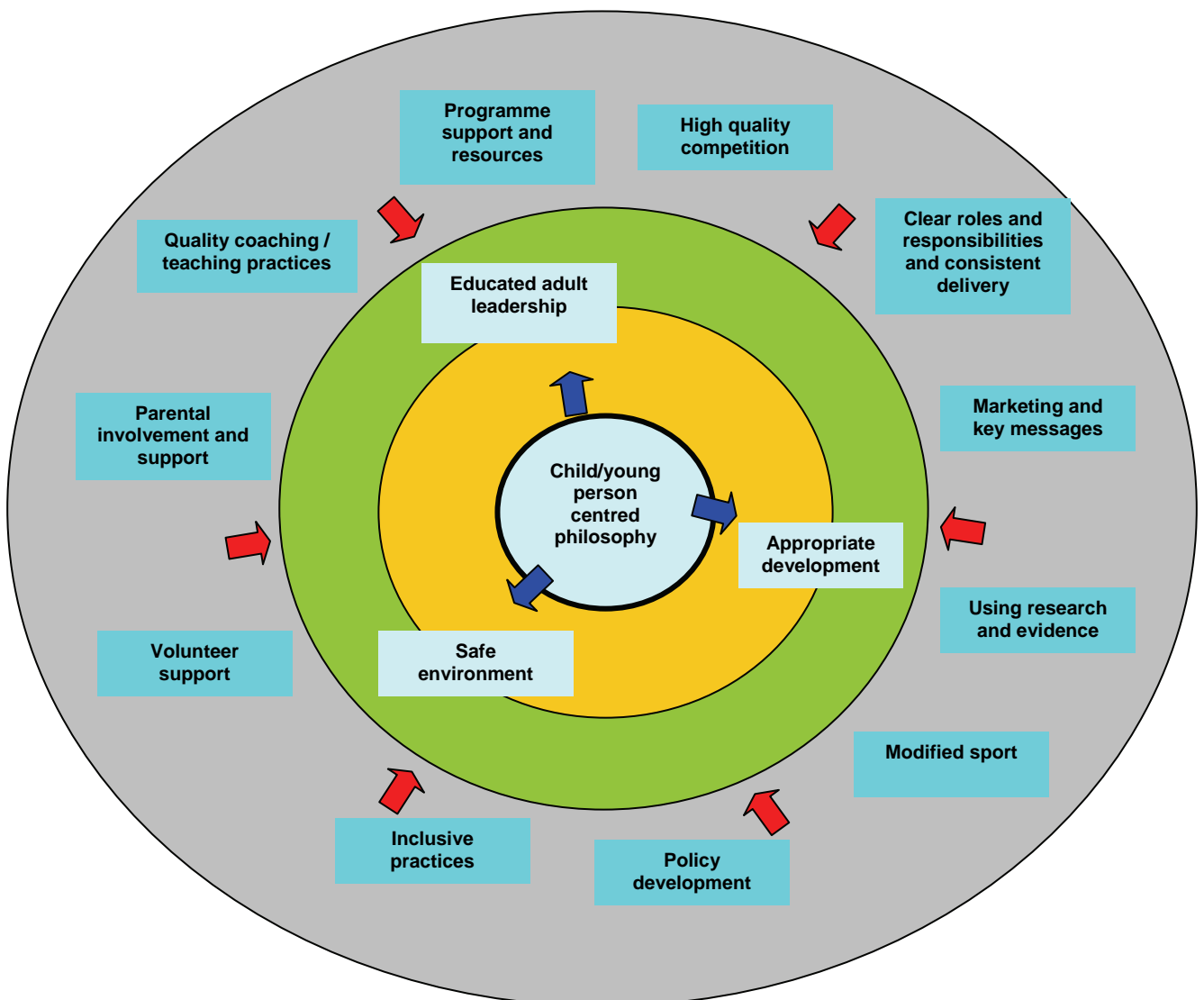
MAKING IT HAPPEN:

What are we trying to achieve?

1. By encouraging the development of a child/young person centred philosophy sport and recreation organisations will be helping to:
 - keep children and young people active in sport and recreation;
 - improve the quality of their sport and recreation experiences; and
 - promote the value of participating in sport and recreation to children and young people.

Taking action

2. The diagram below identifies factors that can be influenced to implement a child/young person centred philosophy



3. The chart below identifies specific areas of work as they relate to the key action areas.

EDUCATED ADULT LEADERSHIP	APPROPRIATE DEVELOPMENT	SAFE ENVIRONMENT
KEY THEMES		
Adults play a key role in ensuring quality sport and recreation experiences for children and young people.	Clearly defined stages of development and participation provide a useful platform for determining appropriate practices, tracking progress and allocating resources.	Children and young people have a right to participate in an environment that protects them from harm.
FACTORS THAT CAN BE INFLUENCED		
Coach / teacher development	Coach / teacher development	Coach / teacher development
Volunteer management and training	Volunteer management and training	Volunteer management and training
Parental support and involvement	Parental support and involvement	Policy development Inclusive practices
Clear roles and responsibilities of providers and consistent delivery	Clear roles and responsibilities and consistent delivery Modified sport	
Provision of programme support and resources	High quality competition	
Using research and evidence	Marketing and key messages Provision of programme support and resources	

Summary and brief explanation of each area of work

4. *Quality coaching* and teaching – coaches are important in attracting and retaining children and young people in sport and recreation. The coach, teacher or leader is the central figure and is ultimately responsible for providing a quality sport or recreation experience. Ensuring that coaches, teachers and leaders, through their education process, gain an understanding of the importance of developing a child/young person centred philosophy will go a long way to ensuring that sport and recreation experiences meet the needs and expectations of children and young people.

5. *Volunteer management* – growing participation by children and young people means also growing the volunteer base to support any increases. The quality of volunteer, regardless of role, is also critical to ensuring that the sport and recreation experience encourages ongoing participation and development. This means that organisations must make a strong commitment to the whole volunteer management process, from recruitment, training and providing recognition and rewards. It is critical that the role of the paid employee in organisations is to provide support systems and processes to help the volunteer.
6. *Parental support and involvement* – parents are also important players. The continuum of parental involvement stretches from under-involvement at one end to over-involvement at the other and neither is desirable. Parents play a key role in providing encouragement and support for their children to participate in sport and/or recreation and the degree to which they get involved makes a statement about the relative importance they place on that participation. Parental influence can be perceived as either negative or positive by the child with a negative response more likely to discourage and cause a child to withdraw.
7. *Clear roles and responsibilities and consistent delivery*- the principles applied to sport and recreation in schools and clubs should be the same to ensure that experiences are replicated regardless of the place in which the activity takes place. Additionally, the roles of each must be clear and focused on what is best for the children and young people concerned over the needs of the school or the club.
8. *Provision of programme support and resources* – in order to have effective programmes there must be sufficient resource to support them. These include personnel in key roles, written and on-line resources, research and financial support.
9. *Using research and evidence* – to be responsive to the changing lifestyles, interest and motivations of children and young people and to ensure continuous improvement in the services offered, accessing information provided through research and other evidence represents good practice. This may not necessarily be initiated by the sport or recreation organisations but does require sport and recreation organisations to be receptive and take deliberate steps to remain current in order to operate from an informed basis.
10. *Modified sport* – represents a philosophical approach based on acknowledging that in many activities adult or full versions are not appropriate at earlier stages of the learning and development process. While historically modified sport has been used to make activity more appropriate for children as they are introduced to sport, it is also a useful mechanism for learning at all ages and stages of development.
11. *High quality competition* – means creating competitive challenges for children and young people that are appropriate for their level of maturation and ability. High quality competition is less about the structure of the competition and more about the action and activity that takes place. High quality competition is not about winning at all costs but provides a platform from which children and young people can learn how to

compete. It is about giving maximum effort to achieve a winning outcome, and working to be the best they can be.

12. *Policy development* – provides a rationale for doing things certain ways and provides a platform for taking appropriate action. Policies that direct practice ensure consistency and, when based on good evidence and ideas, help to create the optimal environment in which children and young people participate. Some examples of key policies that support the child/young person centred philosophy include: child protection, member protection, codes of conduct, ethics or behaviour and anti-doping.
13. *Inclusive practices* – means ensuring that every child or young person has the opportunity to participate regardless of their individual circumstance. In taking an inclusive approach consideration is made of the social, environmental, emotional, economic and cultural understanding and valuing of an individual. While this is particularly relevant for children and young people who experience disability it is also a consideration when working with girls, children and young people from different ethnic and socio-economic backgrounds as well as those who have less ability than their peers.
14. *Marketing and key messages* – acknowledges the competition from other activities for children and young people's leisure time use. Any marketing and/or messages delivered will require some thought as to the nature of the experience being promoted and reflect an understanding of the potential value provided during that participation.

CONCLUSION

1. In many instances sport and recreation services and opportunities are being delivered to children and young people in much the same as they always have been. However, society, including youth culture, is changing constantly and the challenge for sport and recreation is to remain relevant in a changing world.
 2. By adopting a child and young person centred philosophy organisations will understand the importance of keeping up-to-date and making changes to their programmes and initiatives to ensure continued participation by children and young people.
 3. From research, we know that participating in sport and recreation is still valued by children and young people. However, there are conditions placed on that participation that require different thinking and different approaches.
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