

Can sports programmes positively impact children and reduce youth violence?

Evidence in Practice Virtual Learning Café



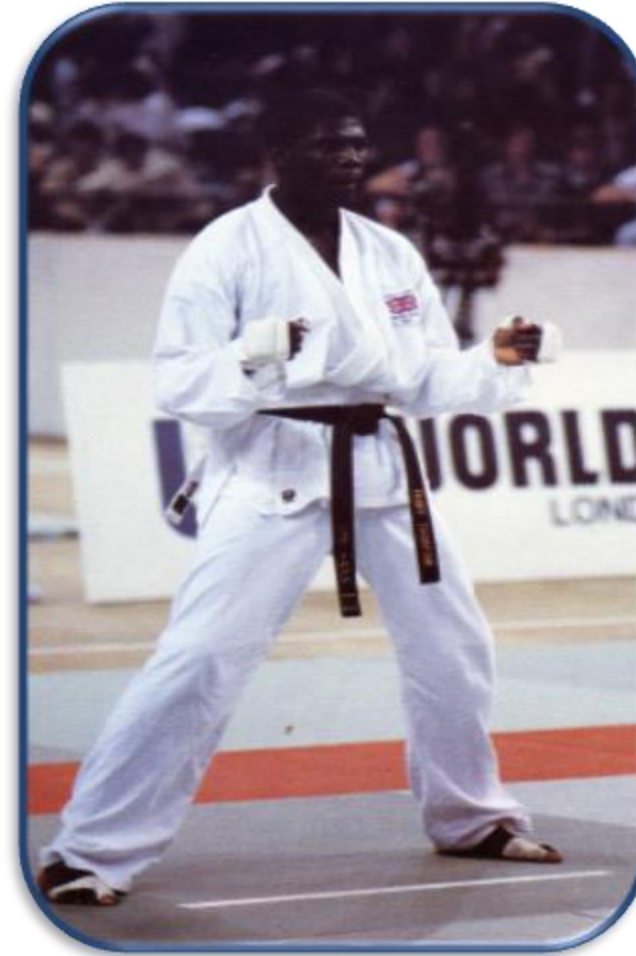
Prof. Geoff Thompson, Founder and Chair, Youth Charter

Location: Online

Date: 27th February 2024

#YoungLivesLost #Fight4theStreets #Call2Action #LegacyOpportunity4All

Introduction: Prof. Geoff Thompson MBE FRSA, Founder & Chair, Youth Charter











*“The Youth Charter believes that it is a fundamental human right that young people have access to **sport, arts and cultural activity** as part of their **mental, physical and emotional health, wellbeing and development.**”*

When this right is denied, the disadvantage and disaffection lead to antisocial behaviours, gang related activity and in some cases extremism. This impacts on the quality of life, not only of the young person, but their victims, families, friends, communities, and society as a whole.”

What does the Youth Charter Do?



ENGAGE - Through Sport, Art, Culture & Digital Technology



EQUIP - Life Skills, Resilience, Aspiration



EMPOWER - Further & Higher Education,
Employment & Entrepreneurship

What have we achieved...

- **Proven** - track record of 30 years in the delivery of social regeneration and renewal programmes and projects to the most hard to reach and challenging communities.
- **Pioneered** - the case for sport in the social and human development of children, young people and communities.
- **Campaigned** - influenced, developed and inspired government policy in the role of sport and arts in the wider social areas of education, health, social order and the environment
- **Brokered** - multi agency public- private and community partnership networks locally, nationally and internationally



Projects & Programmes



- **Community Campus Model** – Stakeholder Partners & Facilities, Collaboration & Partnership



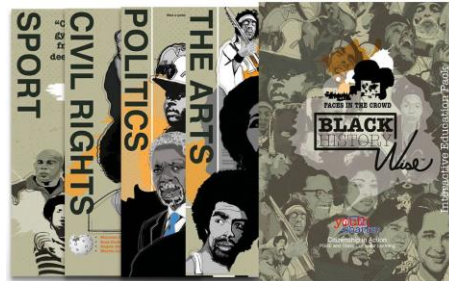
- **Social Coach Leadership Programme** - training Social Coaches to Engage, Equip and Empower Young People



- **Youthwise Activities** – Sport, Art, Culture and Digital Activities

Youthwise Curriculum for Life...

Youthwise is unique education programmes that uses the power of Sport, Art, Culture and Digital Technology to deliver Citizenship Education...



YOUTH CHARTER
SPORT, ART, CULTURE & DIGITAL TECH: SOCIAL & MORAL DEVELOPMENT FOR LIFE

YOUTHWISE EDUCATION PACKS

CONTAINING EVERYTHING YOU NEED FOR CROSS CURRICULAR LEARNING IN THE CLASSROOM, PLAYGROUND AND BEYOND THE SCHOOL GATES ...

Delivered in line with the UN 2030 Sustainable Development Goals and the Learning Objectives:

- 4 QUALITY EDUCATION
- 3 GOOD EDUCATION
- 16 PAACE, JUSTICE AND EQUITY
- 11 SUSTAINABLE CITIES AND COMMUNITIES
- 8 DECENT WORK AND ECONOMIC GROWTH

This project is kindly supported by Avanti Communications



Social Coach Leadership Programme (SCLP)...

- **Culture, language and behaviour tools to engage young people in communities** locally, nationally and internationally
- **Strong emotional intelligence, common sense and life skills** as part of a cultural activity experience
- **Diverse and inclusive** currency of the SCLP experience provides a sustainable, credible and deliverable new volunteer culture in engaging young people and communities.



YC Legacy Cultural Framework - Whole System Approach

1. **EDUCATION** - attendance, attainment and performance
2. **HEALTH** - physical activity, wellbeing and active lifestyle
3. **CITIZENSHIP** - civic rights, responsibilities and youth justice
4. **ENVIRONMENT** - community cohesion, quality of life and access to facilities
5. **FURTHER AND HIGHER EDUCATION, EMPLOYMENT AND ENTERPRISE**

underpinned by the following principles:

- **COLLABORATION & PARTNERSHIP**
- **EQUALITY, DIVERSITY, PARTICIPATION AND INCLUSION**



Community Campus Model - Placed Based Approach

Campus Portal



Supports

Collaboration and Partnership



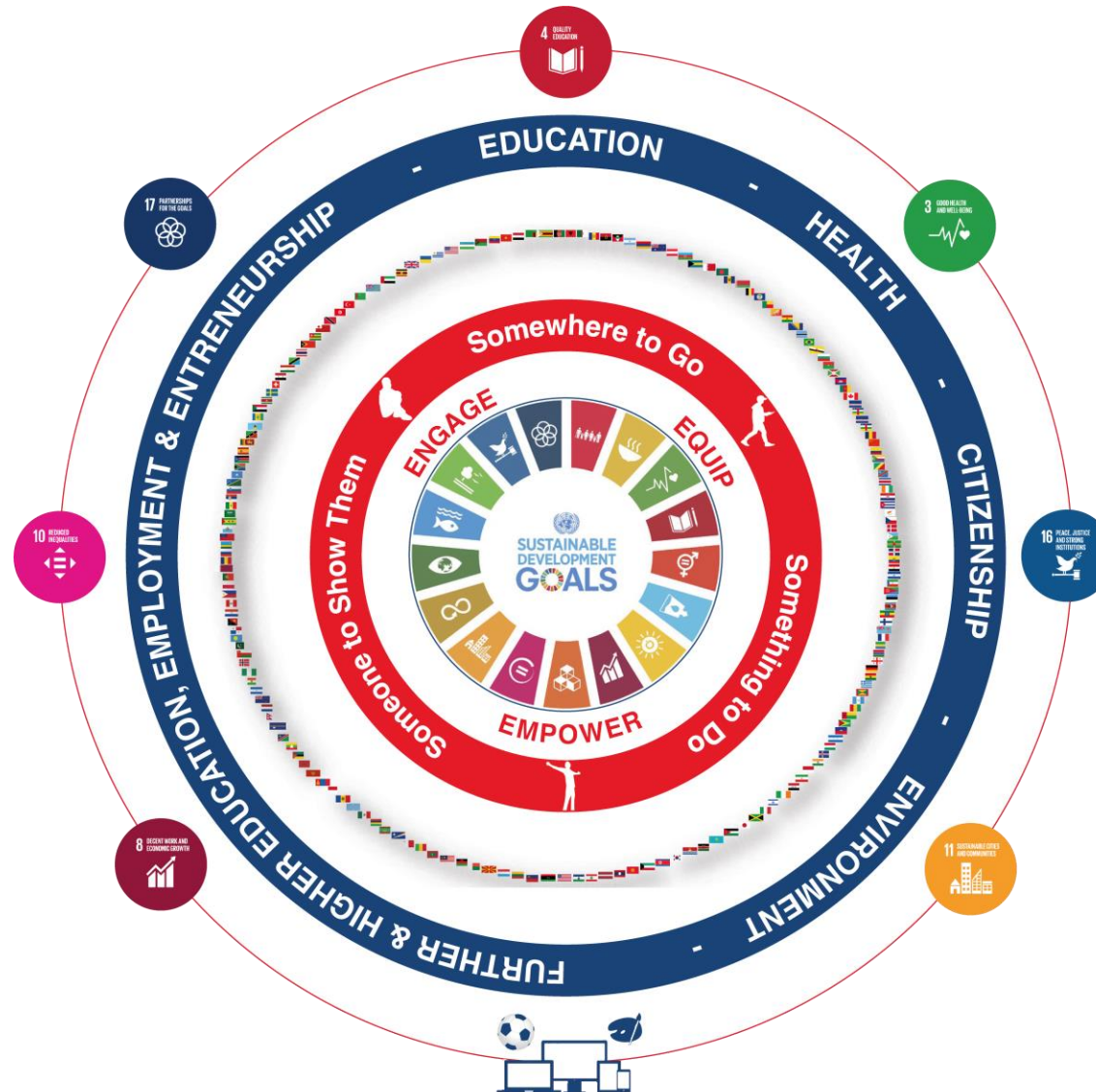
Campus Groups

Youthwise Activities,
Social Coaches and
Stakeholder Partners



Map, Track and Measure

Outputs and Outcomes for
Youthwise Activities,
SCLP Training and
Stakeholder Partners
for Sustainable Impact



Facilities &
Stakeholder Partners



Social Coaches



Youthwise Activities –
Sport, Arts, Culture and
Digital Technology

Education

attendance, attainment and performance

Youth Sport Trust Survey in 2017/18 found:

- 10% of schools surveyed have seen a decline in the number of minutes of core PE for Key Stage 3 since last academic year.
- The trend is greater for Key Stage 4, where 24% of schools have seen a decline in the number of minutes of core PE since last academic year
- However, the results are even more profound when looking at the trend across the last 5 years - Key Stage 3 minutes have declined by 20% and Key Stage 4 minutes by a staggering 38%.



Education

attendance, attainment and performance

England Secondary Schools

Class Sizes

- **9.7% increase** in average classes from:
 - **20.4** in 2015/16 to **22.4** in 2022/23
- **63% increase** in number of secondary school classes with 31 to 35 from
 - 9,023 in 2012/13 to 14,787 in 2022/23



Persistently Absent Pupils

- **98% increase** in the rate of persistently absent pupils from:
 - **12.7%** in 2018/19 (Pre-COVID) to **25.2%** in 2022/23 (Post-COVID)
- **825,413** persistently absent pupils in 2022/23



Education

attendance, attainment and performance

England Secondary Schools

Permanent Exclusions

- **32.2% increase** in the rate of permanent exclusions from:
 - **0.12%** in 2012/13 to **0.16%** in 2021/22
- **5,658** permanent exclusions in 2021/22



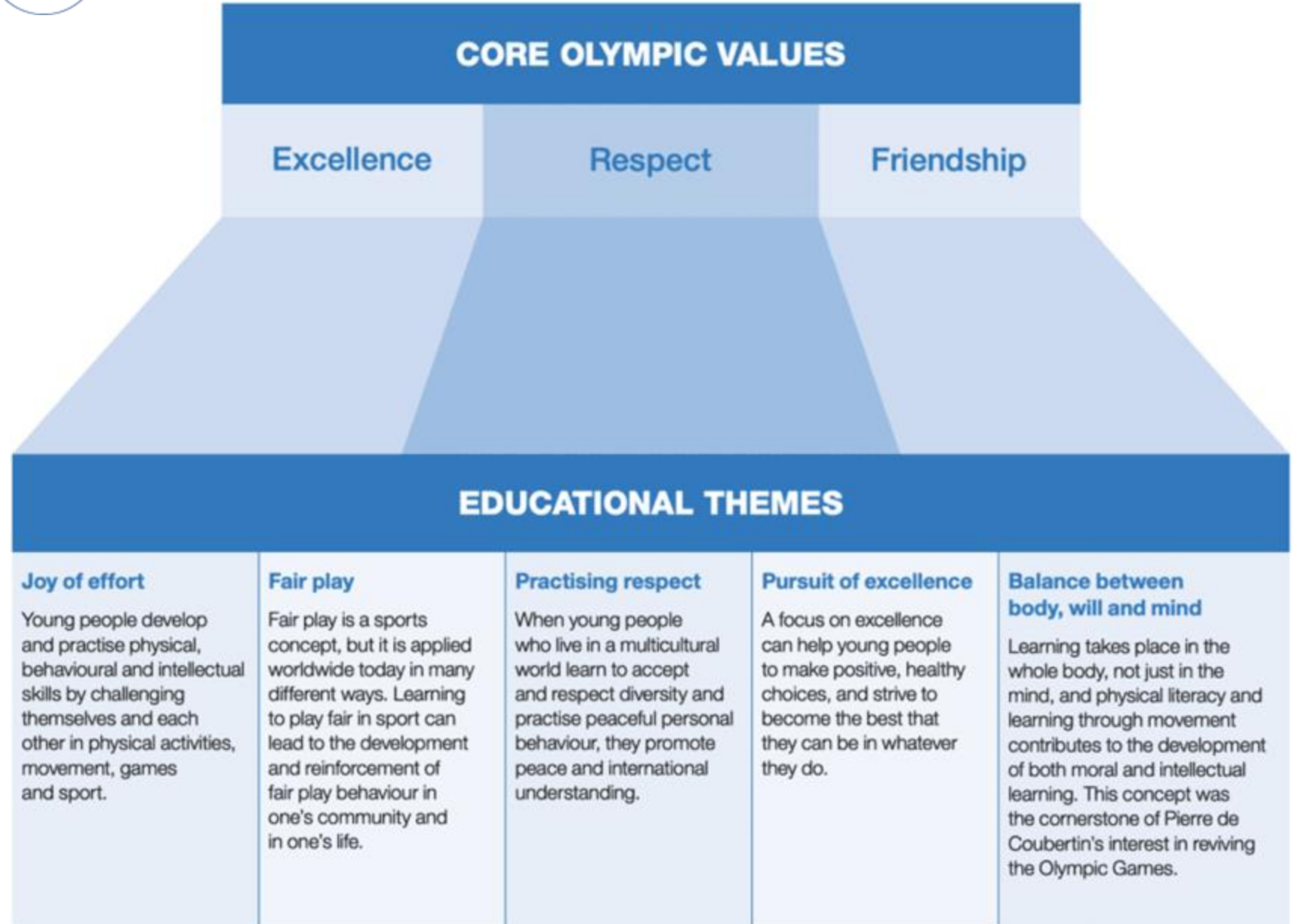
Fixed Period Exclusions

- **39.2% increase** in the rate of fixed period exclusions from:
 - **6.8%** in 2012/13 to **14%** in 2021/22
- **498,120** fixed period exclusions in 2021/22





Olympic Values Education Programme





UNESCO's Global Citizenship Education

delivered through Olympic Values



Global Citizenship Education

DOMAINS OF LEARNING

COGNITIVE

SOCIO-EMOTIONAL

BEHAVIOURAL

KEY LEARNING OUTCOMES

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions



Health

physical activity, wellbeing and active lifestyle

England Year 6 Pupils

Overweight & Obese

- **9.9% increase** in the rate from:
 - **33.3%** in 2012/13 to **36.6%** in 2022/23



Obese

- **20.1% increase** in the rate from:
 - **18.9%** in 2012/13 to **22.7%** in 2022/23



Severely Obese

- **35.7% increase** in the rate from:
 - **4.2%** in 2012/13 to **5.7%** in 2022/23



Citizenship

civic rights, responsibilities and youth justice

Youth Justice (rate per 1,000 10-17 population)

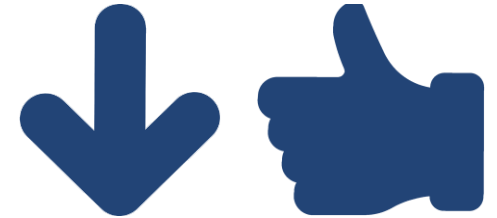
Children Cautioned or Sentenced

- **75% decrease** in the rate from:
 - **9.4** in 2012/13 to **2.4** in 2022/23
 - **49,222** in 2012/13 to **13,743** in 2022/23



Violence against the Person (convictions)

- **51% decrease** in the rate from:
 - **4.1** in 2012/13 to **2.0** in 2022/23
 - **21,231** in 2012/13 to **11,637** in 2022/23



Murder Convictions

- **257% increase** in the rate from:
 - **0.003** in 2012/13 to **0.006** in 2022/23
 - **14** in 2012/13 to **36** in 2022/23

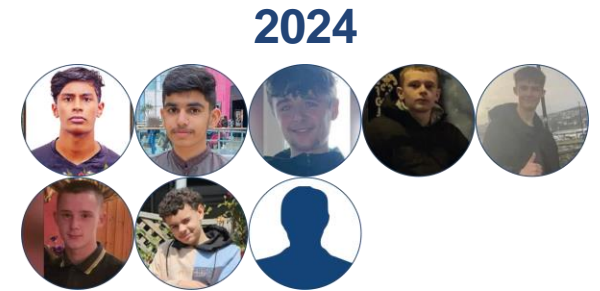


Citizenship

civic rights, responsibilities and youth justice

Young Lives Lost 2021 to 2024 (aged 21 and under)

- **77** Young Lives Lost in 2021
- **72** Young Lives Lost in 2022
- **85** Young Lives Lost in 2023
- **8** Young Lives Lost in 2024



Citizenship

civic rights, responsibilities and youth justice

The Youth Charter applies the following principles of Prevention, Intervention and Rehabilitation for Youth Violence, with the underlying belief that Prevention is always better, and more cost effective, than cure:



- **Prevention** - engaging young people in positive life experiences long before they become at risk of becoming involved in the Youth Justice System
- **Intervention** - providing young people who are at risk of becoming involved in the Youth Justice System with positive life experiences that reward their positive change in behaviour
- **Rehabilitation** - supporting young people who have become involved in the Youth Justice System to turn their lives around by rewarding their positive change in behaviour with positive life experiences

Citizenship

civic rights, responsibilities and youth justice

Proposed Youthwise Citizenship ‘Learn as You Earn’ Reward System

Supporting and Incentivising Positive Behaviour



Level	Area	Age	Reward Experience Offers for young people to select from	Frequency of offer availability	Achievements: Classroom, Playground and Beyond the School Gate		
					Attendance	Behaviour	Performance/Attainment
1. Amber	Local	8 to 21	5 hours of Sport, Art, Cultural & Digital Activities	Weekly	95%+ Attendance at School / College / University	No Exclusions from School / College / University	Achieving expected levels in School / College / University
					Participation in Extra-Curricular Activities	Not involved in Anti-Social Behaviour or Criminal Activity	Completing Tests/Examinations
					Participation in Community Activities	Volunteering in Citizenship Activities	Completing Certificates/Courses
2.2 Green	Local	8 to 21	1 Day Sport, Art, Cultural & Digital Activities	Half Termly	As above for 1 Half Term (6 weeks)	As above for 1 Half Term (6 weeks)	As above for 1 Half Term (6 weeks)
2.2 Green	Local	8 to 21	1 Week Sport, Art, Cultural & Digital Activities	Termly	As above for 1 Term (12 weeks)	As above for 1 Term (12 weeks)	As above for 1 Term (12 weeks)
2.3 Green	Local	8 to 21	2 Weeks Sport, Art, Cultural & Digital Activities	Academic Year	As above for 1 Academic Year (36 weeks)	As above for 1 Academic Year (36 weeks)	As above for 1 Academic Year (36 weeks)
3.1 Bronze	Regional	11 to 21	1 Day Sport, Art, Cultural & Digital Activities	Annual	Completed Amber and Green Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
3.2 Bronze	Regional	11 to 21	1 Week Sport, Art, Cultural & Digital Activities	Annual	Completed Amber and Green Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
3.3 Bronze	Regional	11 to 21	2 Weeks Sport, Art, Cultural & Digital Activities	Annual	Completed Amber and Green Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
4.1 Silver	National	14 to 21	1 Day Sport, Art, Cultural & Digital Activities	Biennial	Completed Amber, Green and Bronze Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
4.2 Silver	National	14 to 21	1 Week Sport, Art, Cultural & Digital Activities	Biennial	Completed Amber and Green Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
4.3 Silver	National	14 to 21	2 Weeks Sport, Art, Cultural & Digital Activities	Biennial	Completed Amber and Green Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
5. Gold	International	16 to 21	1 Week youth exchange trip with Sport, Art, Cultural & Digital Activities	One time offer	Completed Amber, Green, Bronze and Silver Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
6. Ruby	International	16 to 21	2 Weeks youth exchange trip with Sport, Art, Cultural & Digital Activities	One time offer	Completed Amber, Green, Bronze, Silver & Ruby Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
7. Platinum	International	16 to 21	3 Weeks youth exchange trip with Sport, Art, Cultural & Digital Activities	One time offer	Completed Amber, Green, Bronze, Silver & Ruby Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		
8. Diamond	International	16 to 21	4 Weeks youth exchange trip with Sport, Art, Cultural & Digital Activities	One time offer	Completed Amber, Green, Bronze, Silver, Ruby & Platinum Levels and continues to achieve prerequisite Attendance, Behaviour and Performance/Attainment requirements		

Environment

community cohesion, quality of life and access to facilities

Youth Provision

Since 2010/11, youth services such as youth clubs and youth workers have been cut by 69%. More than 4,500 youth work jobs have been cut and 750 youth centres closed.



Junior Sport Clubs

115% increase Girls and Women's soccer teams from:

- **5,632** in 2016-17
- **12,150** in 2022-23

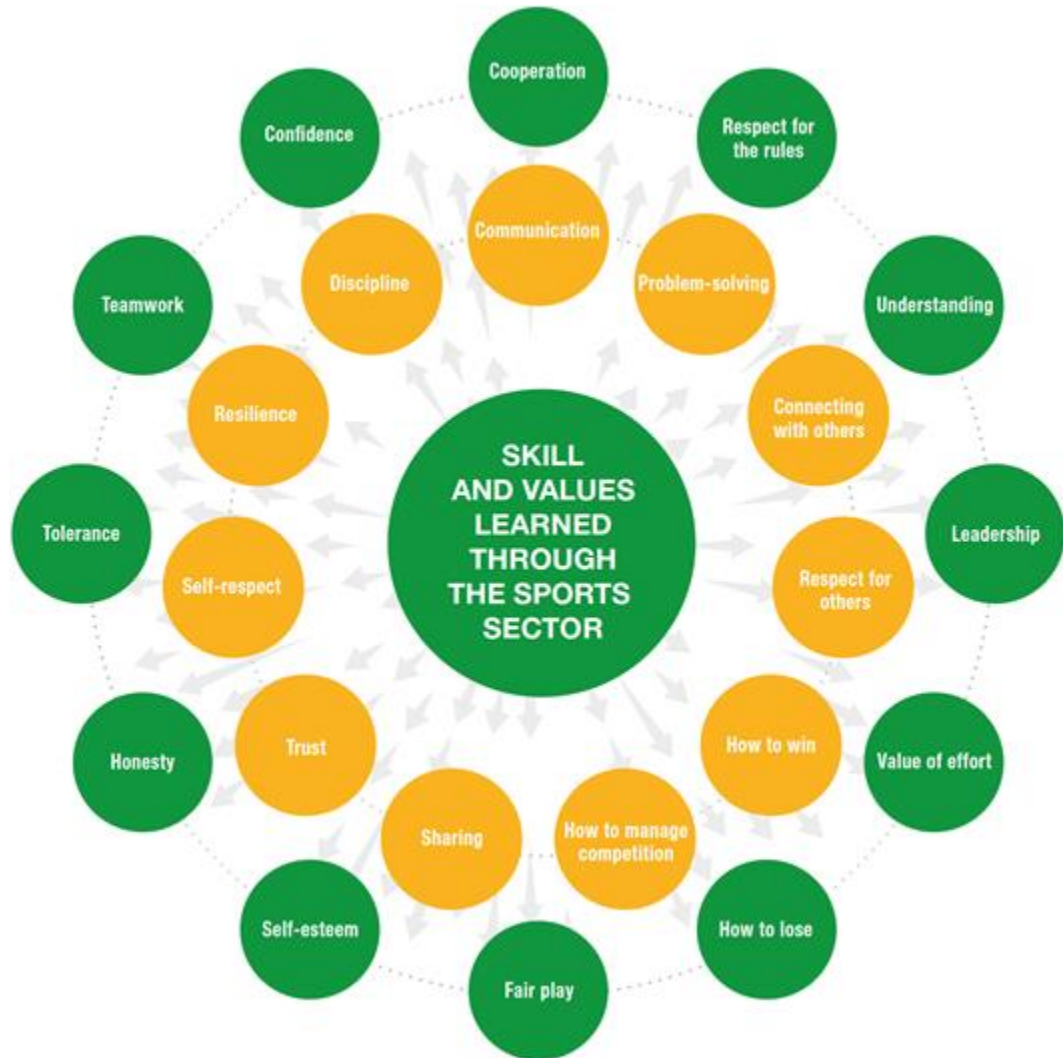
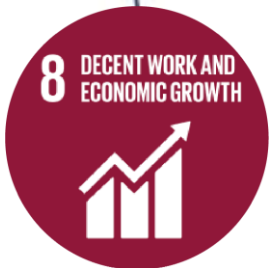


What is the overall provision of Junior Sport Clubs across the UK?

And where are the gaps in provision?

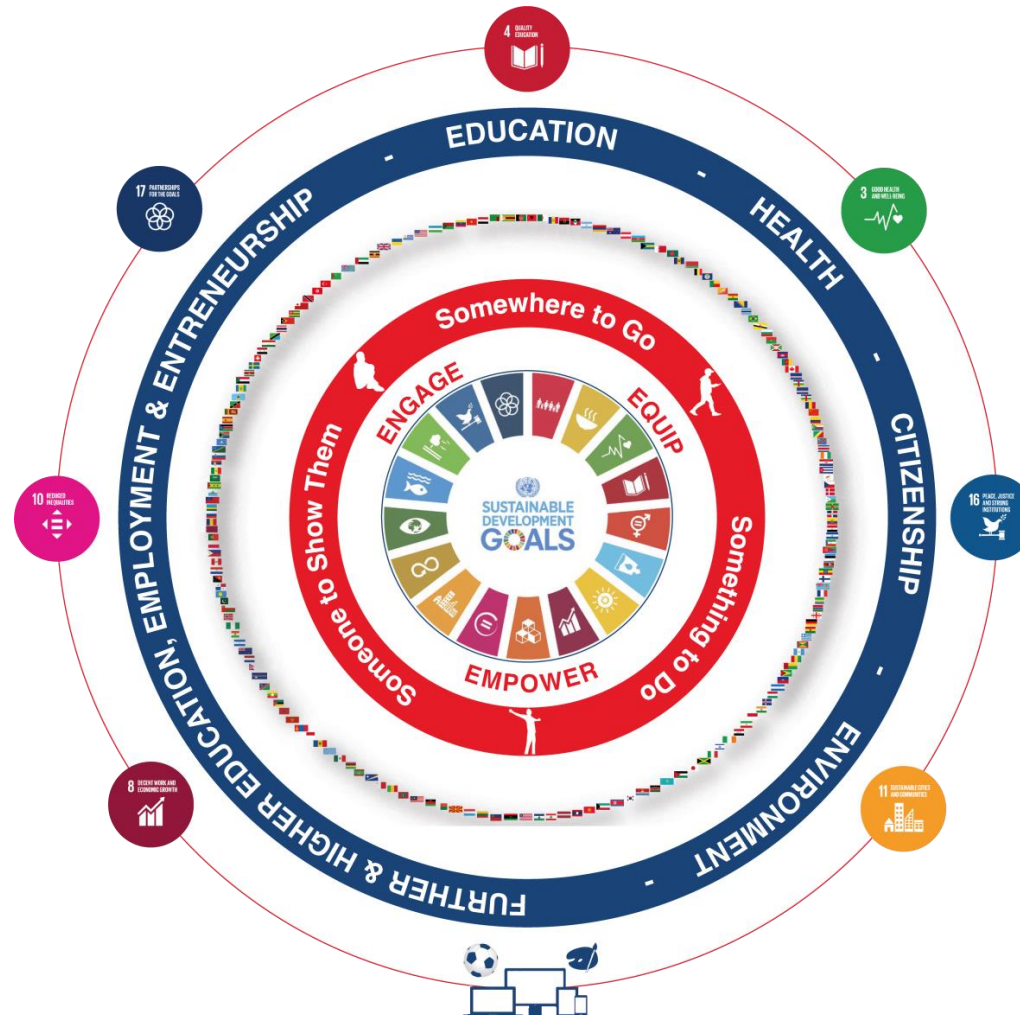


Further & Higher Education, Employment & Entrepreneurship skills training, internships and apprenticeships



Collaboration & Partnership

- Legacy Cultural Framework – Whole System Approach
- Community Campus Model – Place Based Approach



Equality, Diversity, Inclusion and Participation

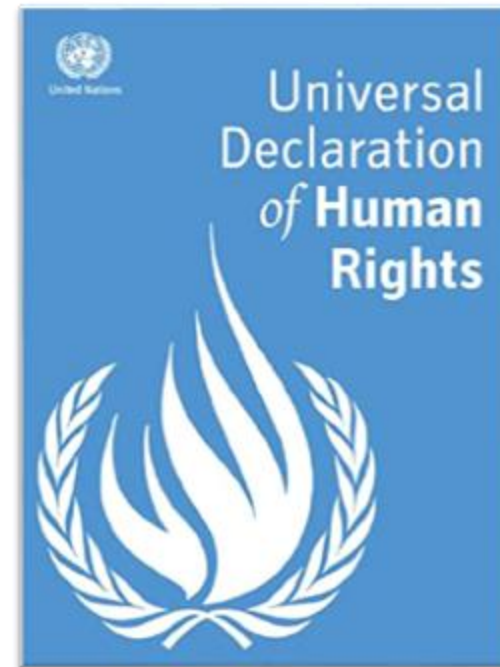
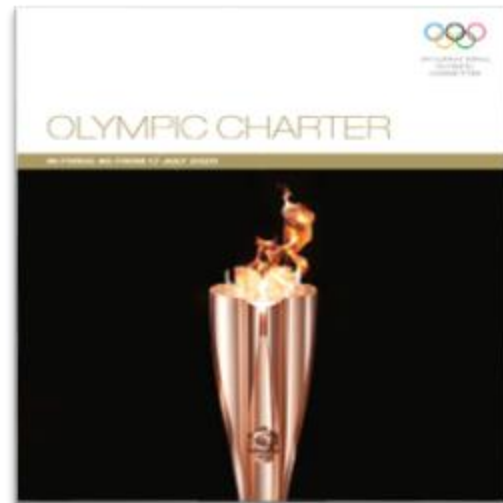


- Inequality and Poverty increasing in the UK
- Cost of Living Crisis (particularly Housing) hitting people on the lowest incomes hardest
- Austerity linked to increasing Inequality and Poverty and increasing Health Inequalities
- Investment in Social Foundations – Education, Health, Housing, Public Transport, etc – ensures we have strong resilient communities and economy



Equality, Diversity, Inclusion and Participation

Sport, Art and Culture are recognised as Fundamental Human Rights in:



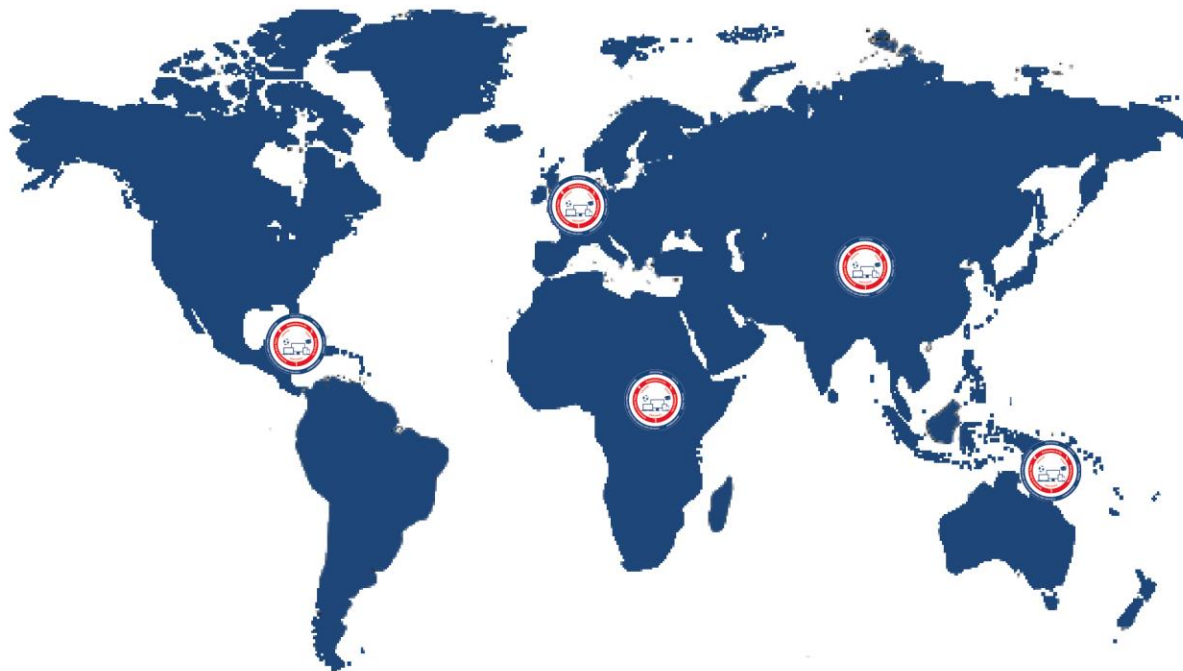
"We at the Youth Charter are committed to promoting sport, culture and the arts as the vaccine and antidote in the mental, physical and emotional health, well-being and safeguarding in the lives of young people and communities globally.

Our Global 'Call2Action' presents a new sporting eco-system and plan that is deliverable, sustainable and achievable with the UN Sustainable Development Goals providing impact, opportunity and hope."



Global Call 2 Action

#LegacyOpportunity4All...



Sport, Art, Culture and Digital Technology...
Social and Human Development for Life...

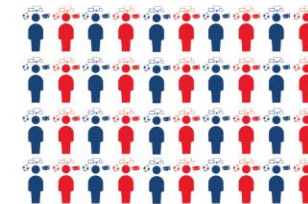
5 Continents

Africa Europe
Asia Oceania
Americas

50 Community Campuses



50,000 Social Coaches



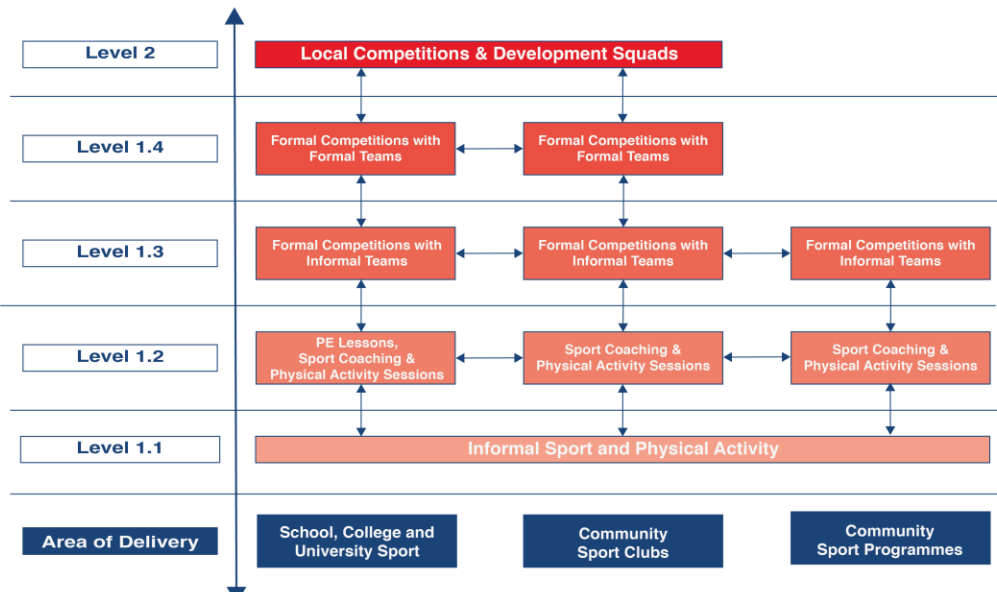
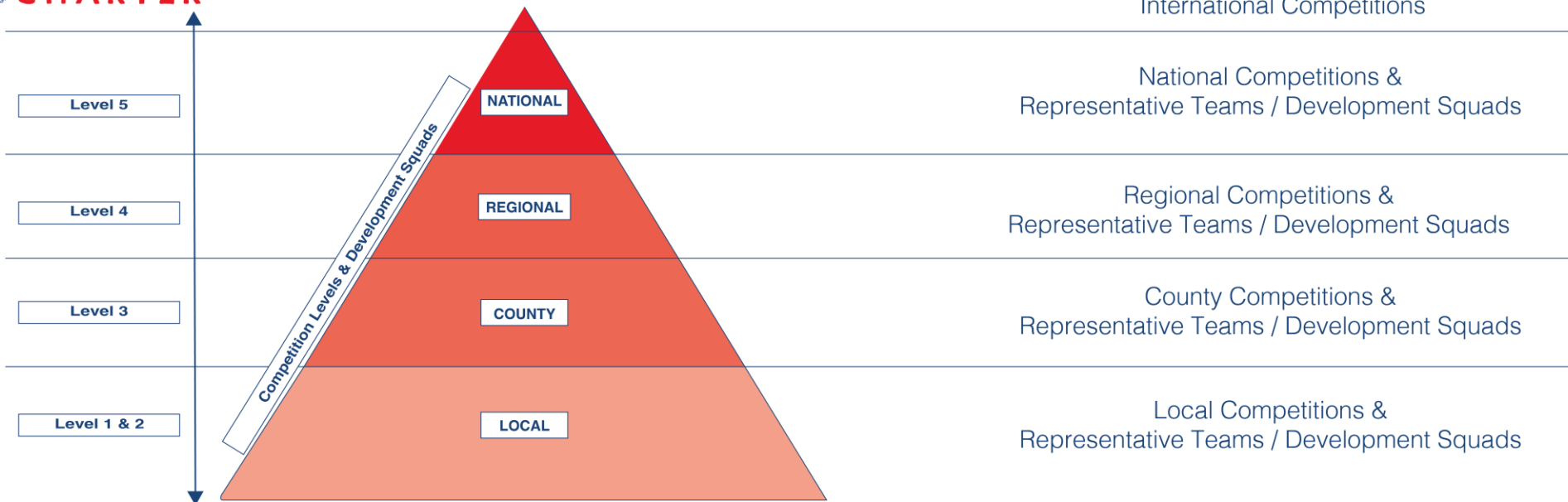
5 Million Young People

Re-Engaged Re-Equipped Re-Empowered





Model of Youth Development Pathways through Sport



Long Term Athlete Development Model

Source: Canada Sport for Life, 2015

	ENTRY	DEFINING CHARACTERISTICS	INCLUDES	TRAINING	COMPETITION
Active Start	Birth	Proliferation of brain cells and brain activity Development of basic movement skills	All children	Exploratory and diverse environment Unstructured free play Introduction and development of movement skills	Fun activities and games (e.g. tag, catch) Non-competitive Self-challenging environments
FUNDamentals	End of rapid brain growth	Improving movement competency Autonomous use of fundamental movement skills including decision making	All active children	Low-organized environment Include multi-sport activities FUN, developmentally appropriate	Low levels of organized activity that support athlete development Competition modified to be developmentally appropriate Fun, multi-part, include "competitive" that focuses on skill acquisition allowing for decision making and learning
Learn to Train	Acquired a wide range of fundamental movement skills	Brain near adult size and capable of acquiring highly refined skills A period of steady growth and increasing capacity to understand rules, tactics and strategy Emergence of competent movement patterns	All active children	Includes fun skill-based environment with skill-based modified competition Includes opportunities to participate in multiple sports	Modified competitions focused on skill development Little or no focus on standings or results Include small sided games
Train to Train	Physically literate	Rapid increase in stature, physical capacity, sporting ability and commitment to being an athlete Developing the capabilities to progress on the Excellence Pathway	Developing athletes who have generally made a strong commitment to performance sport	Generally specialization in one sport occurs toward the end of the stage Periodic training environment with increasing levels of meaningful competition from local to national Includes opportunities to participate in multiple sports	Late Train to Train - competing provincially and exposed to national and limited international competition Increasing level of developmentally appropriate programs and meaningful competition Early Train to Train - competing locally and regionally in 3 or more sports
Train to Compete	Purified in the sport-specific train to train athlete development components	Representing Canada internationally Challenging for national podium performances Highly committed to achieve success internationally	"Next Generation" athletes on the Pathway who are eight to four years away from competing for Olympic® Paralympic and world championship medals	Training full-time or near full-time in most sports (same and position-specific specialization early in the stage) Full-time integrated periodized training environment	Late Train to Compete (Train to Win) - representing Canada at international competitions (Olympic, Pan Am, Commonwealth) Early exposure to international competition (e.g. FIBA Games, Junior Olympic/Paralympic, Junior World Cup) Early Train to Compete (Train to Compete) - ready national and some international competition in one sport, but may be training and competing in another sport
Train to Win	World class competitor	Challenging for medals at senior international competitions or... Skiing in the highest professional leagues in the world	Atletes vying for Olympic® Paralympic and world championship medals Four to seven years from a medal performance, on the Pathway	Highly integrated and individualized periodized training environment Aspiring to a Gold Medal Profile	Full time athletes supported by Integrated Support Teams (IST) or equivalent Highest level of competition in the world, such as: Olympic/Paralympic, World Championships, World Cup or top professional leagues (e.g. MLB, NFL, NHL, NBA, NFL, MLS, etc)
Active for life	Physically literate and not on the Excellence Pathway	Desire to be physically active, either through competitive (Excellence for Life) or not through competition (Fit for Life)	All participants who are regularly active	Participate in physical activity May engage in periodized training environment with personalized goals for selected competitions	Fit for Life - Personal fitness - no organized competition Competitive for Life - from fun to intense competitions based on age, culture, employment, ability, etc., such as Masters Games, Highland Games, Military/Police/Firefighter Games, Para-sport Games, etc.

Our Philosophy and Vision...

Our Philosophy

“Sport is an order of chivalry, a code of ethics and aesthetics, recruiting its members from all classes and all peoples. Sport is a truce, in an era of antagonisms and conflicts, it is the respite of the Gods in which fair competition ends in respect and friendship (Olympism). Sport is education, the truest form of education, that of character. Sport is culture because it enhances life and, most importantly, does so for those who usually have the least opportunity to feast on it.”

Rene Maheu, Former Director of UNESCO

Our Vision

*“Vision without action is a dream.
Action without vision is merely passing time.
Vision with action can change the world...”*

Nelson Mandela



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