

Living Lab – Interim Neighbourhood Reports

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**Sport and
Social Cohesion
Lab**



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Ireland

Local Context

Dublin has a population of approximately 1.35 million, and accounts for almost 25% of the population of the Republic of Ireland. The North East Inner City (NEIC) is a part of Dublin city that is 'steeped in history' and has 'vibrant community' however, it also faces significant challenges in terms of social, economic and environmental disadvantage and the effects of intergenerational drug use and crime, including gangland crime.

The population of NEIC has increased 78% in 20 years, to almost 46,000, and the area is characterised by pockets of both high levels of disadvantage and high levels of affluence. Essentially NEIC consists of eleven overarching districts, of which there are 173 smaller areas. The Pobal HP Deprivation Index reports that 14 of these smaller districts are "disadvantaged" and ten are "very disadvantaged", with a total of 16,103 disadvantaged residents of NEIC, making it one of the most most disadvantaged areas in Ireland (Pobal, cited in ICON, 2022). Adding to the lack of social cohesion, newer communities in the area are more likely to be affluent, while historically local populations are more likely to be disadvantaged.

There are ongoing efforts to regenerate the disadvantaged districts through community engagement and empowerment, building cross-community cohesion, and interventions targeting at-risk youth through youth leadership programmes as alternative pathways to crime. Sport is a known development strategy and leveraging additional sports programmes has been identified as a key task action to contribute to the regeneration of the community (Dillon, 2017).

Sport Against Racism Ireland (SARI) uses the power of sport to challenge discrimination, promote cultural integration and drive social inclusion and cohesion throughout Ireland. SARI works with community partners and stakeholders in Dublin and throughout Ireland to drive this agenda through intercultural sporting events, a Young Leaders youth development and employability programme and anti-discrimination workshops collectively creating opportunities for all.

In 2021 SARI led the Football for Unity Festival in Dublin in partnership with key local stakeholders as part of the UEFA European Football Championship 60th anniversary celebrations. This was SARI's first opportunity to operate within this community and the response was positive, with requests from stakeholders and parents to continue working in the area.

Building on the foundation that was laid during the Football for Unity Festival, the Living Lab was initiated with input from two groups, the "stakeholder group" and the "community group".

The stakeholder group consists of representatives from various organisations vested in community development in the area including: local police, Dublin City Council, Dublin NEIC, City Connects school programme and the Football Association of Ireland.

The community group consists of community members, both living and working locally, in particular those who have taken community leadership roles. For example, a Brazilian woman working in the arts in the local community and a local resident and a former Irish international women's football player who also works at the local community centre. Given their local perspective into the community, this group has been key in shaping the most appropriate set-up of the Living Lab in a way that will be attractive to participants, while providing insight into the specific contextual challenges.

Through the outcomes of focus groups and conversations with these groups it was determined early on that given the sensitivity of working with and supporting this particular community which is so often “left behind”, the priority is to build trust with both the children/youth and their parents. As this trust is growing we are moving to involve the parents further in the conversation around social cohesion and what it means to them, and with their insight potentially explore how best to open this conversation with the youth.

The group attending the sports programme are working-class and disadvantaged children from mainly indigenous Irish backgrounds but not exclusively. Social problems faced include bullying, sexism, poverty, potential for substance abuse, illiteracy, marginalisation, reduced job prospects, obesity, violence, abuse and potential for racism.

Presentation of Living Activities

We initiated the Living Lab with numerous focus groups with the stakeholder and community groups, to gather their perspectives on potential interest in the programme, on how best to set-up the Living Lab, and how to address any contextual challenges that may hamper interest and participation.

Some members of these different groups have continued to support the programme, in particular key members of the community group. These members are local, play community leadership roles and have the trust and insight into the unique socio-cultural context of the community. They have been instrumental in identifying the most appropriate age group to start with, and in promoting and supporting the programme in the community.

Covid-19 restrictions meant a delayed start and it was determined that it would be ideal to run a series of sports sessions during Easter holidays for various age categories, and from there allow attendance results to guide the evolution of the programme.

Attendance was predominantly 5-12 year olds, with some support from their parents, and we have continued to lead weekly sports sessions guided by the needs of the group and the weather!

Simultaneously SARI has run an anti-discrimination workshop in the local school. We have been delivering an Anti-discrimination workshop to all primary schools in the local NEIC area. Although schools can be mixed in terms of socio-economic background of kids they are predominantly from disadvantaged backgrounds.

Local Understanding of Social Cohesion

During the focus groups, the Community group were challenged by the idea of social cohesion whereas the Stakeholder group had a more traditional sense of what Social cohesion means: disparate groups within the community pulling together for the benefit of all.

With regards to the issues each group identified as contributing towards a lack of social cohesion in the community there were some commonalities between both groups. In particular, both groups noted the issues around education with high levels of early school leavers. Higher education is not commonly accessed and there is an ongoing cycle of leaving school early and high unemployment rates. Both groups also referenced issues with sports facilities in the area. While there are some good facilities, very short opening hours at the weekends, as well as no lighting on some outdoor pitches means that they are underutilized.

However, on other issues, the stakeholders and community had different views. Within the stakeholder group there was significant focus on unsupervised children on the streets and in facilities which was less apparent with the community group. However, the community group stressed the issues which drugs were causing in the area to a much greater extent than the stakeholder group did. Furthermore, the stakeholder group highlighted increases in racism as an issue but this was overlooked by the community group and when challenged about this their feeling was that locals were welcoming.

An issue raised by the community group which was not referenced by the stakeholder group is how the locals feel others perceive them. The community group made several references to the area being seen as a “black spot” with people from outside of the area feeling intimidated and reluctant to come to the area. There are also negative perceptions of the people themselves. As one participant noted “If you are standing on a corner talking to a friend on a winter’s evening you are assumed to be dealing drugs. About 98% of police would be thinking this.”

The community group also highlighted a lack of social cohesion between different neighbourhoods within the NEIC area, highlighting a sense of ghettoisation where people are reluctant to travel even 10 minutes walk away to play sport.

Discussions on the meaning and understanding of social cohesion are continuing with both groups with efforts to bring more locals, particularly parents of the children participating in the sport programme into the community group to explore their perceptions further.

Other Results

Delays associated with Covid-19 restrictions combined with the need to prioritise building trust in the community has meant that we do not yet have further findings at this point. However, in addition to monitoring participants’ attendance and participation as a measure of engagement, we have also been using the Engagement Level Tool (Substance) to gauge an overall measurement (see Tool below).

LEVEL 1 DISENGAGEMENT	LEVEL 2 CURIOSITY	LEVEL 3 INVOLVEMENT	LEVEL 4 ACHIEVEMENT	LEVEL 5 AUTONOMY
Sit out and ignore activity	Watch activity	Join in with others	Complete tasks	Initiate tasks
Encourage disputes	Dip in and out	Respond to instruction	Communicate with staff outside the activity	Help plan and run activities
Walk out	Listen to staff and peers	Enjoy good relationships	Celebrate work publicly	Praise work of others
Make negative comments	Comment on activity	Share facilities	Make connections beyond the project	Deal with conflict
Destroy/damage facilities	Talk to others about activities	Handle conflict with maturity	Receive accreditation and gain qualifications	Volunteer
		Try on own	Attend Regularly	Make 'career' choices
				Employment

Challenges and Potential Solutions

Trust is regarded as a key dimension of social cohesion, in particular trust in local organisations (The Lancet, Gustaav and Egan, 2015) and building trust in the community is one of the greatest challenges, in particular in an area such as the North East Inner City. Being one of the most disadvantaged communities in the country, members of the community are often left behind in terms of socio-economic investment and support. The partnership is sensitive to the delicate nature of building trusting relationships in this community and is present to the need for slow progress, in particular in relation to deeper conversations that may trigger social or emotional trauma or heighten awareness of the social challenges in the area, and also in relation to reporting on the outcomes of the programme.

Our hope and intention is that SARI's sport for development work and sincere commitment to the community, is recognised and contributes to this relationship-building. For example, SARI's primary engagement with this community was last year via their Football for Unity Festival in 2021, during which they received feedback and expressions of interest in on-going sport activities from community members and parents. The current Living Lab may even serve an additional function of strengthening trust, and therefore the social cohesion, first with key local community leaders (stakeholders), and ultimately with parents and children, by returning to the community in response to their initial feedback in 2021.

A challenge in relation to evaluating the local understanding of social cohesion, in particular, among the children and their parents, is to be transparent about the Living Lab Approach, while considering the delicate balance between building trust and the risk of potential perception that the community is being "mined for information", as is common in this area and other disadvantaged communities. Our solution is to prioritise relationship building and model the tenets of social cohesion, over the need to "produce results" for the report. This is a challenge associated with the paradigm of the Living Lab approach, and it is the hypothesis at this stage that the more attentive approach will contribute to generating social cohesion in the community. This is translating to the need to take small steps towards deeper conversations around social cohesion with parents and the children. This slower pace will enable us to strike a balance in the reciprocity of the outcomes of the Living Lab for both the participants (social cohesion) and us as organisers.

New Covid-19 restrictions were introduced in Ireland in early December, in the immediate aftermath of the setting up of the stakeholder and community groups. These restrictions continued throughout December and January and into February. This led to some delays in getting regular in-person activities established. Our initial timelines had to be reworked to accommodate these delays. However, this has not had a disruptive effect overall and it has been possible to reorganise our plans to fit within the project timeline. Indeed the delays allowed for time for further planning discussions within the NGO-university partnership, which provided the opportunity for clarifying our ideas around the project. During this period, time was spent considering on what scale to roll the programme out and coming to the realisation that trying to deliver across the whole of the NEIC area would have been overly ambitious and diluted any impact we could have. It then became about looking at which specific area to target and why.

Next Steps

The weekly sports programme will continue to run. As discussed in the challenges section, creating trusting relationships is of great importance, both with the children and the local community more broadly. As the relationship between the children and the coaches grows, the coaches will explore introducing some conversations around social cohesion to the group. However, these conversations and the level at which they are introduced will be very carefully managed to ensure the trust and relationship with the children is not damaged.

Beyond opening conversations with the children themselves, the partnership also wishes to bring members of the wider community into the scope of the project and facilitate conversations on what the project and social cohesion means for them and their neighbourhood. Building on the success of the weekly activities with children in the neighbourhood, SARI are looking at how to bring some of the parents onboard the community group. It is planned that the local interlocutors at the community centre who are already members of the group will engage with parents who come to watch the Football 3 tournament in late May to discuss the Living Lab and invite interested parents to join the community group. It is important that there is a perceived value to joining the group so the focus will be on how to build the children's sports programme to best meet the needs of the children and the community.

Members of the community group and SARI are exploring ways to engage older children in the project. The weekly sports activities are currently attracting those in the 5 to 12 years age group. Older children aged around 13-17 do not participate. The project would like to include this slightly older group in some way as they are at a very vulnerable stage. It is at this age that they are more likely to drop out of activities and school and start "hanging around the street corners". However, it is recognised that this age group will not want to be seen playing with children so an alternative session will be looked at. Local stakeholders and SARI are considering what age-appropriate engagement may work for this cohort.

SARI are building towards hosting the Football for Unity Festival in the North East Inner Dublin in July 2022. This is the second iteration of the festival. SARI are working with the participant group and the local community more broadly towards engagement with the festival as a high point of bringing the community together.

Germany

Local Context

In safe hands is a German not-for-profit organisation located in Hürth and delivering programmes within schools in Herne and Bochum, in Northrhine Westfalia. At the center of these activities is the sport-pedagogical project Bunter Ball. The project is designed for each participating school class over a period of four school years and accompanies them through the entire primary school level. The weekly sports education groups are firmly anchored in the everyday life of our partner schools. Bunter Ball's competence model and curriculum are based on a scientifically derived concept and focus explicitly on the development of children's emotional, social and intercultural competences, both of which are seen as essential to greater social cohesion.

In the context of the Living Lab, the main Bunter Ball activities take place at the primary school "Auf dem Alten Kamp" between the districts Wiemelhausen and Querenburg in Bochum. These are two significantly different districts, but as the school includes students from both areas, the two areas are relevant to understand the local context.

Generally speaking, Wiemelhausen is an older, richer and less diverse district. There, about 16% of the population have a migration background, unemployment is about 7%, and seniors comprise 32% of the population. In contrast, almost half of Querenburg's inhabitants have a migration background, seniors account for only 20% of the population, and unemployment is twice as high, at about 15%¹.

In these neighbourhoods, there are a few other sporting or social offers, mainly concentrated in Wiemelehausen. These include the multisport club Concordia Wiemelhausen 08/10 e.V. as well as some youth work offers in Querenburg.

The stark differences between the two neighbourhoods also translate to the programme, as kids in Bunter Ball come from a mix of backgrounds, speaking languages ranging from German to Arabic to Turkish to French. For the purposes of the Living Lab, we are focusing uniquely on one group within the school, namely the 1st grade. Therefore, the participants are about 6 or 7 years old.

A limited number of stakeholders are involved in the programme, which is in part due to the structured and more closed nature of the school setting. These stakeholders include In safe hands (permanent staff & volunteers), the school, educators and the Arbeiterwohlfahrt (AWO) Ruhr-Mitte. The AWO, in particular, is the sponsor of the all-day activities at the "Bunter Ball" partner schools and the official cooperation partner and client of In safe hands. While the In safe hands coaches are responsible for the implementation of the "Bunter Ball" sport groups, the AWO educators follow the sport groups rather passively and observe the behaviour of the students.

¹ See [https://www.bochum.de/C125830C0042AB74/vwContentByKey/W2B74C6P260BOCMDE/\\$File/Sozialbericht_2018.pdf](https://www.bochum.de/C125830C0042AB74/vwContentByKey/W2B74C6P260BOCMDE/$File/Sozialbericht_2018.pdf)

Presentation of Living Activities

To initiate and support Living Lab activities within In Safe Hands, we have been working with five different main methods up until now. Overall, the goal of these methods is to reach out and build relations with different stakeholders, and eventually to use these relationships to connect stakeholders together to initiate a true process of co-creation. These main methods are a focus group, interviews, observations, a research activity game, as well as regular meetings between the ISH and the German Sport University. A short overview of those activities are provided below.

Meetings between ISH and the university team

Regular meetings (once a month or every two months) between In safe hands and the university research team were conducted. During these meetings ongoing activities as well as possible next steps were discussed. Most importantly, these meetings allowed the partners to stay up to date, share challenges/successes, and establish next steps.

Interviews

Semi-structured Interviews were conducted with the In safe hands staff as well as the two coaches of the observed class. The goal of these interviews was to obtain a sense of the perceived goals and impact of the programme, challenges and opportunities within Bunter Ball, as well as respondents' understanding of social cohesion.

In total, interviews were conducted with two coaches and three programme managers between May 2021 and February 2022. Due to the young age of the Living Lab participants no interview was conducted with them.

Focus group

In addition, one focus group discussion was held to help better understand the goals, impact, challenges and opportunities within Bunter Ball, as well as local understandings of social cohesion. Originally, it was intended to host a focus group with two educators, two ISH coaches and the head of the 'all-day' department at AWO Ruhr-Mitte. However, only the coaches and the educators were present.

To facilitate the exchange and reach as many stakeholders as possible – and being mindful of the Covid-19 situation at the time - the focus group was conducted online on November 16, 2021. Through bringing coaches and teachers together, we not only hoped to obtain useful information, but to facilitate improved exchange between the different sides of the project.

Observations

Due to the young age of the participants and the need to include their experiences, views and needs within the Living Lab, we decided to organise regular attendance and observation of their weekly Bunter Ball Sessions. To do this, one member of the German Sport University team attended 11 sessions between November 2021 and March 2022.

The goal of these observations was to build trust with the participants while also allowing for regular, informal contact between GSU and the coaches, educators and children. In turn, this allowed us to observe the experiences and delivery of the sessions, and gave us unique insight into the activities.

Research Activity with the participants

Again, due to the young age of the participants, we opted not to include them into a formal interview or focus group activity. Nonetheless, their feelings and opinions are highly important. Thus, a research activity was created by the observing researcher based on the normal project activities. The activity was presented and modified based on feedback from the research team, the ISH team and the local coaches.

The activity aimed to get a picture of the children's feelings and opinions through an interactive, movement based game. In this case, this activity consisted of asking the children questions and them giving feedback through running to a certain predefined set of cones.

Logbook Living Lab

Date (DD/MM/YYYY)	Action or intervention with stakeholders (e.g. research activity, practical activity, informal communication) Please provide a clear description of the action and its context	What worked well? (we are looking for best practices)	What would you do differently next time?	What lessons did you learn?	What outstanding questions do you have following this action?	Which Living Lab phase best fits to this action? (e.g. identifying the problem, exploring ideas, etc.)	Other comments or observations
21/04/2021	Online interview with co-founder, Jonas Erme	Good, open exchange and scene setting for programme and project	Use different meeting software, as Teams provided limited recording options	Learned about ISH founding concept and structure	-	Identifying the problem	
18/05/2021	Online interview with project manager	Good, open exchange and scene setting for programme and project	-	Learned about ISH approach and views of social cohesion	-	Identifying the problem	
03/06/2021	Online interview with SSCL project coordinator	Good, open exchange and scene setting for programme and project		Learned about ISH approach and views of social cohesion		Identifying the problem	
22/07/2022	Context Mapping from ISH	Simple, relevant outline		Demographic situation of school		Identifying the problem	

		for project usage		and students in Bochum			
15/09/2021	Focus group preparation meeting with Jonas, Greta, Denise and Louis	-	-	-	-	Exploring ideas of different stakeholders	
16/12/2021	Focus group with 2 ISH coaches and 2 ISH teachers	Good discussion and insights on the realities of the programme	-	Coaches are very critical of the neighbouring programme school in Herne; There is a need for 'informal' time with kids and opportunities to mix outside of school	Background of neighbourhood and social context could use more information. The group skipped very quickly to talking about the kids and the school, and less about the social context	Exploring ideas of different stakeholders	No member from AWO, a major stakeholder partner, present.
17/11/2021 to 16/03/2022	11 observation visits with Bochum class 1a, including one interactive activity led by researcher	Good, low-impact way of obtaining insights and building relationships with young participants	Ensure researcher can be present on a more secure/regular basis, and develop more/better activities	Regular presence and participation is needed to engage kids and develop trust	What do parents and participants expect or need? This is till not 100% clear	Exploring ideas of different stakeholders	
10/01/2022	Meeting about clarification of common goal and objectives for LL for GSU/ISH	Relevant discussion clarifying goals	We would do this earlier! Right at the beginning	Main goal is implementation focus, i.e. improve programme implementation and thus programme results	-	Identifying the problem	

29/01/2022	Interview with ISH coach #1 by Denise R.	-	-	-	-	Exploring ideas of different stakeholders	
31/01/2022	Interview with ISH coach #2 by Denise R.	-	-	-	-	Exploring ideas of different stakeholders	
11/04/2022	Update call with ISH to announce change in research staff and plan parent survey	-	-	-	-		
01/05/2022	Launch of multilingual survey (DE, EN, FR, AR, TR, RU) for parents of ISH participants in Bochum 1a	So far, nothing! Only one full response	I'm not sure! We should consider (re)launching the survey, maybe with the start of the school year?	-	How do we integrate the voices of parents?	Exploring ideas of different stakeholders	
24/05/2022	Attempted visit to programme in Herne; cancelled last minute	-	-	-	-	Exploring ideas of different stakeholders	

Local Understanding of Social Cohesion

In academic literature, social cohesion is a contested, broad and multidimensional term. Indeed, within the literature, what is most striking is the sheer range of dimensions associated with the conceptualisation of social cohesion. Shared values, shared experiences, civic participation, mutual help, trust in others, place identification, social networks, social order, acceptance of diversity, wellbeing, equality, and social mobility are but a handful of the dimensions considered by some to be constituent parts of social cohesion.

Within the In safe hands implementers, however, is much narrower and focuses primarily on the quality of relations between individuals of different backgrounds. In particular, the understanding of social cohesion here is based on peaceful, respectful social relations between diverse individuals and these individuals working together towards common goals. Below, we provide some quotes from our interviews to illustrate this.

Programme Manager 1:

Social cohesion means or it's a term that describes how other people live together in peace and harmony and in respect towards each other, that they do not like discriminate each other, or do not have huge conflicts. Uhm Yeah, in the end, social cohesion is actually something that reduces disparities.

Programme Manager 2:

Peaceful and appreciate interaction of several groups of our society from any background we can imagine. [...] And several groups maybe means from any dimension of the diversity model.

Programme Manager 3:

So social cohesion is um that different people with different cultural backgrounds doing something together and um are connected. Yeah. And living together in a peaceful way.

Coach 1:

I associate social cohesion first of all with something like team spirit in the group as well as somehow in private, among friends or even in class communities, for example, that one builds up a very personal bond somewhere, compared to strangers I meet randomly on the street. Social cohesion also somehow support each other, promote each other so. Also then again connected to skill sharing, so learning from each other.

Coach 2:

That's for me when I'm in a group and I know in certain core goals we're just aligned the same way. So and other things just subordinate to that as well. For example, we want to do an AG now and then the children do their best so that we can do this AG. Unless, of course, there are really disruptions, then I think it's just as important that the group is then ready for this disruption to be addressed. Yes, yes, that you see yourself as part of the group and act accordingly so that the group can achieve a goal.

Other Results, Challenges and Potential Solutions

The individual of our Living Lab is to improve project delivery and outcomes. A key part of that, therefore, is to obtain relevant feedback for programme improvement, including on challenges and potential improvements.

Of note, the very structured and scheduled nature of the programme is seen as both an asset and a disadvantage. On the one hand, the regular engagement of ISH over the course of four years is seen as a key opportunity to develop programme-children relationships, build emotional competences and support social cohesion. On the other hand, the presence of ISH only within appointed school hours may inhibit the development of certain relationships and prevents coaches from engaging in-depth with particular children:

“In the sessions, I often feel that some don’t have enough time or attention and we still have to play” (Coach, Focus Group Discussion)

In terms of programme delivery, the educator-coach dynamic is a recurring topic in observation and interviews. The presence and role of the educator during the sessions is indeed crucial. Sometimes, the children ‘exploit’ the situation with the coaches as they do not see the coaches as possessing the same authority and do not always follow instructions. In contrast, since the educator is with the children nearly every day he/she has gained their trust and respect and is able to guide them.

“If I were to stand there in the middle, the children would immediately be quiet. I wouldn’t even really have to say anything. But I don’t want to take on the role of coach” (Educator during Observation 11)

However, as the educator has a supporting role in the programme, they often do not interfere to help the coaches during the sessions. Some even take the time of the sessions as a kind of ‘break’ from their work. It would thus be important to collaboratively define and agree the role of the educators in the sessions.

Having said that, though communication is seen as paramount for effective programme delivery, stakeholders appear satisfied with the overall communication between coaches and the ISH staff:

“And I know, even if I pass on things, that is to say to [name of ISH staff] or simply to the other coaches, that they will definitely be heard.” (Coach 2).

In terms of stakeholder engagement, one of the biggest challenges is to reach and engage with the parents. As we do not possess direct parent contact details, we must always reach out to the parents via the children or the school administration. This, combined with the diverse linguistic backgrounds of the families, makes communication difficult. As we will elaborate on in the next steps, we are currently designing a parent survey to reach out to this group more closely.

Another challenge is to actively include the children in the Living Lab process. Due to their young age certain methods, like interviews or focus groups, are not considered appropriate. This is also problematic since it would be important to bring all of the different stakeholders together (children, parents, ISH, teacher, educators, researchers, coaches, AWO). Moving forward, at a minimum, it will be important to continue observation and interactive feedback activities with the children. Non-sport activities, like drawing or storytelling, could also be employed.

Next Steps

With the school year is currently approaching its end, we are aiming to reach out to additional groups before the summer holiday with the hope of engaging multiple stakeholder groups together in the new school year and to truly begin a process of co-creation.

As alluded to above, a short, open-ended parent survey has been designed and translated into six languages (German, English, French, Arabic, Turkish, Russian). The goal of this survey is to obtain general feedback from the parents on their knowledge and impressions of the Bunter Ball activities. In parallel, it is our hope to use this survey as a first contact with the parents and to build on this to engage the parents more directly in the future. The goal is to launch this survey before the conclusion of the school year.

Likewise, German Sport University staff will join one of the regular, online monthly coach meetings from ISH. These sessions are meant for coaches to openly exchange and discuss issues across the different schools and groups, and are thus excellent venues for us to better discern some of the more relevant challenges and issues embedded in ISH activities. Again, the goal here is to attend at least 1-2 sessions before the summer break.

Once classes resume in the autumn of 2022, a new research assistant will be assigned to observe and engage with sessions in Bochum. Here, we will stay with the same group of kids as in 2021-2022, therefore we will accompany them to next grade.

Ultimately, the goal of these different activities is to develop quality, trusting relationships with a variety of stakeholders and to build on these relationships in order to organise collective meetings involving parents, coaches, teachers and staff. Such collective meetings are key to validate the feedback received and collaboratively improve the programme.

Czech Republic

Local Context

In the Czech Republic a lot of young people are still left out from the social dynamic that the rest of the society can enjoy. Those young people, often living in the isolated outskirts of cities and sometimes belonging to discriminated minorities, lack the access to regular forms of socialization and development outside the school. The schooling system itself is often responsible for the further reproduction of forms of isolation and social injustices, as it does not offer those youth the chance to meet other people and does not provide the same quality of education.

In order to tackle this issue, the NGO INEX-SDA and its program called “Football for Development” (Fotbal pro rozvoj) has developed non-formal tools of education through football in cooperation with local youth and social centers. Fotbal pro Rozvoj provides social workers with tools on how to develop social skills among the youth who visit their center. Additionally, it organizes a fair-play football league that goes beyond the pure football match but creates a space for interaction, dialogue and understanding around the game of football. They use the so-called football3 methodology. Through the long-term practice in this league, the young people travel to different neighborhoods, meet other young people, talk to each other to make up rules and then also make sure they were respected in a post-match reflection. This favors the socialization of those young people but also engages them in a pedagogical journey where next to the game they learn to speak up, express opinions, reflect on emotions, give and receive feedback, solve potential conflicts or tensions.

The direct stakeholders of the program are mainly local institutions involved in non-formal education. Those are social centers, youth clubs or centers for leisure time activity. The indirect stakeholders are the municipalities (ex. Prague in terms of funding) and football clubs (ex. FK Teplice, AFK Olomouc, Banik Sokolov in terms of providing facilities or sharing promotion).

The participants of the program are mostly young people from the age of 10 to 18 years old living in the outskirts of large cities (Prague, Usti nad Labem, Olomouc and Pilsen) and who visit local social centers. Those young people are usually coming from low-income families and living in socially more isolated neighborhoods. The parents often face irregular employment and sometimes also have problems with stable housing and are more vulnerable due to mono-parenthood or the recomposition of the family. Some of them also come from the Roma ethnic minority and face further discrimination due to their origin and appearance.

Presentation of Living Activities

The Czech Living Lab activities take place in the Olomouc region, in the cities of Prostějov, Přerov and, primarily, Olomouc. The activities may be divided into two groups: First, the target group of INEX's programmes is involved comprising children and youth from 10 to 18 years, who are mostly contacted through drop-in centres and sporting programmes (under the auspices of the project Football for Development in case of INEX). Second, the stakeholders active on the local and regional level participate in a series of focus groups involving social workers, municipality and regional authority officials or Roma coordinators.

Interviews with the target group representatives

There were 4 interviews carried out in 4 locations in the Olomouc region - the cities of Prostějov, Přerov and Olomouc. A local collaborator of INEX gathered the children and youth, explained to them the purpose of the meeting and guided them throughout the topics following the scheme prepared within the SSCL project. The interviews took place during first 2 weeks of November 2021.

Concerning the practical level, all the Living Lab activities are carried out by the Czech partner, INEX, and its team of social workers and facilitators who are in regular contact with the target group. Practically, there is a series of activities organised for the target group constituted by Roma children and youth mainly.

The interviewed boys and girls mostly come from a socially disadvantaged background, from families with single mothers or without significant support for education or/and leisure activities. On the other hand, their families do not live in spatially excluded localities. The respondents assess the city they live in positively, without major negative issues. In their free time, they visit drop-in centres or reception centres for single mothers with children and make use of the services these facilities provide although there are individual differences between them - some of them spend more time doing sports (football, boxing) or other activities. But the central point regarding the contact with INEX's workers is Football for Development tournaments.

The respondents from the target group like a lively neighbourhood and prefer places where they can spend their leisure time with friends. They much appreciate access to football pitches or gyms, preferably without any fees or with a limited fee. Especially the girls-respondents also like music and dancing and wish there was a space where they could learn more but also teach other people "their" [Roma] dances.

The respondents were also asked to reflect on the community they live in. They consider the neighbours to be "OK" but do not think anyone really cares about what they do. But generally, they try to maintain good relationships with the local people. Sometimes, there are even several problems such as litter on the streets, drug users, and drunks. A common topic in the interviews was a need to find "safe" ground, a place outside the home where they could meet, have a chat and just hang out.

Online focus groups with stakeholders

2 focus groups were carried out with the stakeholders from the Olomouc region in December 2021 and March 2022. Except for both project partners (where Palacký University staff served as facilitators), there were professionals from an education agency, municipality social workers and Roma advisors, regional Roma coordinators, municipal social prevention officials and workers from local offices of NGOs providing social work, operating drop-in centres and offering free time activities programmes.

All the participants work with various members of the target groups. There is no specific group constituting the Living Lab. It is, more or less, comprised of various target groups' participants and stakeholders in multiple professional positions. Even though several common topics and potential future synergies emerged during the focus groups the communication so far revealed different

positions and competencies of the participants making it clear that joint inclusive activities are not easy to implement due to structural limitations and norms in the Czech context.

The stakeholders identified several problematic areas or areas that can be labelled as problematic in regard to the definition of community of neighbourhood or, subsequently the social cohesion:

They approach the target group not as a community but as individuals or single families. As data suggest, this is not because of an a priori decision of the stakeholders but such an approach emerges from their fieldwork where the target group is not integrated into a homogeneous community. Also, there is no influential Roma organisation active in the region that could facilitate the building of the community.

Amongst the other vexed topics, the stakeholders brought up the establishment of cooperation with schools in particular and steps towards the integration of children from drop-in centres with those attending free-time centres for children (organisations that are active in many Czech municipalities offering paid educational and leisure activities for the public).

The stakeholders also briefly touched on the topic of the Football for Development initiative (operated by INEX). It became clear that not all of them are aware of the activities and the potential of FfD in the Czech Republic. It was highlighted that the first step is to attract children to come and play football. Tournaments and the Fair Football League are a kind of “superstructure” to the social work where the sport and education meet. On the other hand, a lesser attractiveness of the football activities for girls was put forward. Especially dance is regarded as a feasible alternative.

Local Understanding of Social Cohesion

On the theoretical level, the Czech partners had to solve the conceptualisation of the very term “social cohesion” that is rather unusual in everyday Czech language without having an extensively used synonym. Especially in case of the target group (made up of children from 10 to 16 years old) the social cohesion was specified as a care for other people and, vice versa, perceived care, general experience from the neighbourhood, number of friends and quality of the friendly bonds and sense of safety or equality. It is also important to note that, at least in the Living Lab localities, the concept of “neighbourhood” cannot be simply translated into Czech. A more structured and active community might be needed to be called a “neighbourhood”.

As for the target group, an environment where the social cohesion is established depends on the personal experience of the participants. Chiefly, they wish for a “safe” space where they can experience a “good time” with friends, having a chat with them without anyone bothering them or complain about the music they listen to. A sense of social cohesion is also built upon an idea of someone listening and taking interest in their opinions. Such a role can be even attended by social workers.

Furthermore, some girls also specifically mentioned the safe space but without boys entering it.

The stakeholders cannot identify any cohesive community except for people from the very same locality or being members of some kind of organisation. Part of their job, however, is to promote or establish social cohesion in the region bringing socially excluded children closer to the majority children.

Indicators of social cohesion based on interviews and focus groups within the Living Lab

Joint values - promoted during football3 sessions in the FfD project (fair-play, self-confidence)

“...while field workers employ football or florbal or other sports as a contact tool that is most important for boys. This is important for me as a social worker. I can use the game for discussing more things in depth. Therefore, Football for Development is a kind of superstructure for us and the fairness and education are an added value for us.”

Integration - goal is to bring children from socially disadvantaged backgrounds closer to majority children (auxiliary factors include enhanced cooperation with schools or finding links between activities of drop-in centres and free-time centres for children)

“And there are teachers interested in these topics. A lot depends on their specialisation. Sometimes they are also psychologists but, mostly, they are teachers of math, languages, chemistry etc. And they often see children in their classes who might benefit from drop-in centres activities.”

Open activities for everyone - based not only on freedom to join but also to offer well-suited activities to possibly excluded groups (such as dance activities for girls instead of primary focus on sports)

“We came to the gym during winter where we had a few kids. They were friends from the school. But then, when we are at an outside playground, anyone can come if he or she wants to. Various group ages and kids who wouldn’t otherwise speak with each other meet there.”

Safe spaces - suitable for spending free time with friends safe from endangering outside elements

“... there was a playground made for kids but it was closed after a few mishaps. I cannot think of any other place similar to that one in Olomouc. I mean a playground out of sight where kids could do what they want and have it as their place. Such a safe place where they could shout and express themselves without bothering anyone, that would be great. It could be somewhere under a bridge, some underground place where they could do graffiti, play football or do anything else.”

Family - frequently mentioned primary social group which is thought of as a base “safe space”

“I enjoy having my family around, it’s my shelter.”

Other Results

Thanks to the interviews with the participants and the stakeholder we were able to identify further possibilities. The participants have in majority all spoken rather positively about their neighborhood and the activities provided. However, they would welcome **more accessible and quality sport facilities**. The sport pitches have been mentioned as either not in good quality or not existent.

Further on this project has been a chance to bring together stakeholders from different fields together around our program. This opportunity is quite unique, especially in the field of sports and education. This first encounter allows to identify further cooperation possibilities and hopefully create synergies that are beneficial for the development of social cohesion within the region.

Challenges and Potential Solutions

2021 was still a challenging year in terms of offline meetings and activities, hence it was not easy to build up from the regular activities, as those were disrupted. Hence in our context, the post-covid-19 efforts were mostly dedicated to getting back into some form of reality and regularity in the field activities. This prevented us from developing our living lab with a strong base. Additionally, with a certain online fatigue in place, we couldn’t reach as many stakeholders as we had wished for the interviews.

Nevertheless, this presented us with an opportunity to engage with new stakeholders and with some of them structure the post-covid-19 program planning and implementation.

Next Steps

We would like to build on the current contact network and further promote the discussions between the local and regional stakeholders about the possibilities of sports programmes. We will not only facilitate the joint discussions but also invite stakeholders from the Olomouc region to local events organised within the Football for Development framework, such as the League of Fair Football.

Another goal is to bring together the current stakeholders and the implemented activities and schools. Even during the focus groups with stakeholders, the need to interlink children from a socially disadvantaged background with the rest of the population has been highlighted.

Finally, another aspect that we want to develop is also the links between the University (UPOL) and the NGO (INEX, Fotbal pro Rozvoj), so that the cooperation is based on a sustainable needs analysis and synergies.

Besides, Fotbal pro Rozvoj has the ambition to replicate a similar approach in the other regions where they are active. It provides a good base for a replication effect in other regions of Czech Republic, where interconnections between stakeholders are most needed (ex. The Usti nad Labem region).

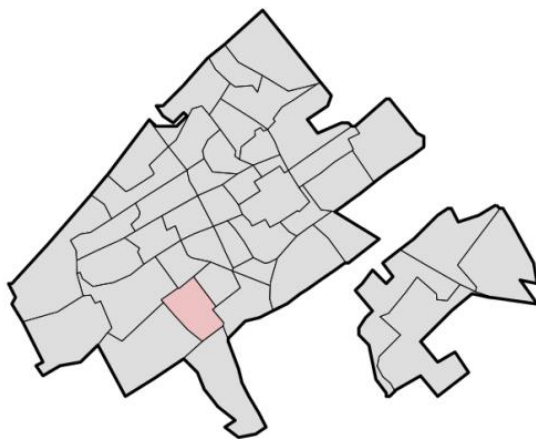
The Netherlands

Local Context

In the Netherlands, the efforts of the SSCL-project focus on a neighbourhood called Morgenstond, which is situated in The Hague. This part of the report will focus mainly on providing a context of the neighbourhood, which consists of information that was gathered through the (net)work of the The Hague University of Applied Sciences (THUAS) and International Sports Alliance (ISA) and through several other sources.

General information

With its approximate 20 000 inhabitants, Morgenstond is a relatively big neighbourhood in the municipality of The Hague in terms of people. However, this is not really reflected in the total surface of the neighbourhood, which is rather small (Allecijfers, 2021). Below you can see a picture (1) of the location of the neighbourhood within the municipality of The Hague. 1: Morgenstond's location (red) within the municipality of The Hague.



1: Morgenstond's location (red) within the municipality of The Hague.

In 2007, Morgenstond was marked by the Minister of Living, Neighbourhoods and Integration as one of the 40 “most problematic” neighbourhoods in the Netherlands (RTL Nieuws, 2019). This meant that Morgenstond would get special attention from the government, both on the national and the municipal level, to help alleviate the often very complex problems that existed in the neighbourhood. However, the programme, which was supposed to cover at least ten years, was discontinued prematurely by a new national government and it is very hard to say to what degree the efforts that were put in during the programme were successful.

The people living in Morgenstond are really ethnically diverse. There is a large migrant population living in the neighbourhood, with a big population of both Western and nonWestern migrants, who together make up almost 75% of the people living in Morgenstond (Allecijfers, 2022). Especially people with a Turkish, Surinam and Moroccan background are well-represented in Morgenstond.

The average annual income in the neighbourhood is approximately 21 000 euro, which is quite low compared to other areas in The Hague (Allecijfers, 2022). You could possibly connect this to the average level of education in the population, which is also below the average of the municipality of The Hague (Allecijfers, 2022).

Relevant stakeholders

Some of the relevant stakeholders in Morgenstond are:

- (Part of SSCL) The Hague University of Applied Sciences (THUAS): Heavily involved in the project by monitoring and evaluating the process in Morgenstond, but also by actively organising activities themselves. Prior to the project, THUAS was already working in Morgenstond through organising several activities, mainly focused on providing migrant women with a chance to participate in sports activities.
- (Part of SSCL) ISA: Organisation with lots of experiences in working with young people, primarily within the African context. In Morgenstond, their efforts focus on creating a suitable supply of sports and learning activities for young people, based on their methodologies and with consideration of the already existing youth programmes in Morgenstond.
- Eibernest (foundation and occupants): This is the main location in Morgenstond for the programme. You could say this is the beating heart of the Living Lab. It has a lot of facilities and is being used in the evenings by several sports associations. During the day however, there is a lot of room for different kinds of LL activities to be organised.
- SWSDH (Employer of Sports Clubs The Hague): A big organisation that organises sports activities throughout the whole municipality of The Hague. In Morgenstond, they are a key player in providing people with opportunities to participate in sports activities. Through their position in Morgenstond, they have a good overview of what is going on in the neighbourhood.
- Vreedzame wijk: A national organisation that is active in numerous schools and neighbourhoods throughout the Netherlands. They focus on conflict resolution by making a connection to young people and the organisations working with them. Although they are not specifically active in Morgenstond, they are active in the South West part of The Hague and in the context of the SSCL project they work together primarily with THUAS.
- Bureau MHR: A local organisation focusing mainly on providing a process of reintegration of young ex-convicts. They also provide local youth with weekly sports activities.
- Municipality of The Hague: Supports some of the activities of the LL (especially the ones that are organised in collaboration with SWSDH) with funding.
- Inhabitants of Morgenstond: Taking part in activities of the LL, but also participating in focus groups, interviews or brainstorm sessions to shape, coordinate, and reflect on these activities.
- Social entrepreneurs: Helping the project in finding participants through their extensive networks.
- Schools: Providing the project with opportunities to promote activities and to find participants.
- MasterPeace: A worldwide organisation that is active in several neighbourhoods in The Hague, one of them being Morgenstond. They focus on arts and culture as a means for skills development, in contrast with our project's sports-based approach. ISA is therefore working together and trying to organise some joint activities, to be able to address a larger group of people.
- Other University-NGO couples within the project: Occasionally exchanging information and learnings from different countries helps the LL in The Hague find ways to make progress.

Target group(s)

Target group THUAS activities:

- Women/moms (non-Western migrants) and children (elementary school age): First, the LL activities organised primarily by THUAS focus on women with a non-Western migrant background. This is because this group often does not participate in sports activities. An important factor in this is the fact that these women cannot be seen by men when they take part in sports activities. This is due to religious reasons. Second, the LL activities organised primarily by THUAS focus on young children. These activities are being organised in school holidays, because these are moments where a lot of children in Morgenstond are lacking opportunities to participate in sports activities (no school, so no P.E.).

Target group ISA activities:

- Youth (high school age): The focus of ISA's activities is on youth above the elementary school age. This is because this group could not really be reached by the already existing LL activities that were being organised by THUAS. Moreover, the high school age is a crucial time in young people's lives, where minds are developed and important life choices are being made. Due to a lack of suitable activities for them in Morgenstond, this group is often chilling in streets and parks. This occasionally leads to problems, for instance due to drug use.

Presentation of Activities

Below is an overview (logbook) of the most important activities that have happened in the LL in Morgenstond. The starting point is the fourth quarter of 2021, as this was the moment in the SSCL project planning where the “implementation of the LL” was scheduled to start.

Location	Date (DD/MM/YY)	Action or intervention with stakeholders (e.g. research activity, practical activity, informal communication) + Elaboration	What worked well? (best practices)	What lessons did you learn?	Which Living Lab phase fits to this action? (e.g. identifying problem, exploring ideas, etc.)
The Hague	29/09/2021	Informal meeting with THUAS for some new faces to get acquainted and to discuss ideas and possibilities to support each other	Having an open discussion between the members of THUAS and ISA + another representative of THUAS on where we stand with the LL was nice to have after a Summer period of limited contact. Even though the last person mentioned is not specifically involved in the SSCL project, she is involved in the LL activities, so she had some valuable information for the project.	It is important to learn to understand the existing structure of actors active in the field you want to implement your LL activities in.	Identifying the problem
The Hague	21/10/2021	Herfstdag (Autumn Day): practical and research activity in which sports and other activities have taken place at a sporting facility (Eibernest) in Morgenstond, The Hague. We focused on the children's activities, while THUAS	Letting the children guide you in the activities worked well, because that made them feel more comfortable, which meant they were more likely to share valuable information with you	Try not to push questions on children, but let them open up by themselves. In addition, manage your expectations beforehand. You're not going to do a fully focused interview with a child that is 8 or 9 years old.	Implementing / learning through new activities

		focused on activities for the mothers of those children.			
Online	05/11/2021	Informal meeting with THUAS in which we decided to include ISA in their Minor programme "Impact of Sport"	Determining which place ISA could take in the Minor programme "Impact of Sport" and what experience and expertise ISA can add to the programme. In this meeting we discussed that ISA will guide a 9-week programme in which the students learned how they could interview and approach the target group and how to indicate their needs.	It was very important to determine the exact Minor programme for the students. We had to make choices about what was important and necessary for the students to learn and what not.	Identifying the problem and exploring goals
Online	10/11/2021	Finished designing the programme that ISA would implement during the Minor "Impact of Sport" by THUAS.	Using the existing programmes, knowledge and materials of ISA's programmes in Africa and converting them to the context of The Hague.	-	(Co-)creating
The Hague	16/11/2021	Practical activity: First gathering for the Minor "Impact of Sport" by THUAS	Telling the students about ISA's activities got them very excited about their role in the LL (information gathering about the target group of youth aged 12-18).	The students of the Minor were very willing to help with further identifying needs of the target group "youth" in Morgenstond.	Implementing/learning by new ideas

The Hague	18/11/2021	Research activity: Meeting with some local youth organisations working in Morgenstond, The Hague.	Consultation moment with local youth organisations who work in Morgenstond, about the possibilities for them to take part in our programme.	There are a lot of local youth organisations who implement and host activities in Morgenstond, but they usually operate alone or on an individual level.	Exploring the needs of stakeholders
The Hague	18.11.2021	Practical activity: Second gathering for the Minor "Impact of Sport" by THUAS.	Different interview techniques were discussed to prepare students for their field work.	The students of the Minor were very willing to help with further identifying needs of the target group "youth" in Morgenstond.	Implementing/Exploring the needs of stakeholders
The Hague	22-23/11/2021	Sport and Social Cohesion Labs TPM 2	Having a good balance between formal and informal sessions made sure that a lot of work could be done, while maintaining freshness and focus.	In the different partner countries of the SSCL project, some similarities and differences are already taking shape (for instance the really theoretical work in Czech Republic versus the practical approach in Ireland).	Learning by new ideas.
The Hague	25/11/2021	Practical activity: Third gathering for the Minor "Impact of Sport" by THUAS.	The students were asked to design a topic list which they would use in their interviews with local youth members in Morgenstond.	The students of the Minor were very excited and were looking forward to interviewing different youth members from Morgenstond	
Online	14/12/2021	Unfortunate cancellation of our programme for the Minor "Impact of Sport" by THUAS due to Covid-19-regulations	-	-	-

Online	21/01/2021	Finished designing a new programme proposal, which was necessary due to the cancellation of ISA's initial programme.	Due to the cancellation of the Minor we were forced to design a new programme proposal without the students from THUAS to help us. The new programme is a short version of our own flagship programme in which we teach young people important the fun of sports, important life skills and possibilities for them to host their own activities.	How to take the most important pillars from our own programme and shape them in a customised short term programme for Morgenstond.	Identifying the problem and goals/exploring ideas.
Online	26/01/2022	Informal meeting between ISA and a local stakeholder (MasterPeace) to discuss a possible collaboration in Morgenstond, The Hague.	Talking to them helped develop new possible ways to move forward with the LL activities.	ISA's focus on sports and MasterPeace's focus on arts and culture might be an interesting and appealing combination.	Exploring the ideas of local stakeholders.
Online	27/01/2022	Informal meeting between ISA and THUAS to discuss ISA's new programme and next steps in Morgenstond, The Hague.	Having a first draft of ISA's proposed new programme for activities for youth in Morgenstond was a good starting point for the discussion.	It is important to regularly discuss openly about developments, possibilities and expectations that both organisations have with regard to the project.	Identifying the problem and goals/exploring ideas.
Online	10/02/2022	Updated the new programme for ISA's activities in The Hague based on internal and external feedback.	Having both internal and external input was valuable.	-	(Co-)creating
Online	18/02/2022	Informal meeting with a local stakeholder (3x3 Unites) to discuss a possible collaboration in Morgenstond, The Hague.	Talking to them helped develop new possible ways to move forward with the LL activities.	-	Exploring the ideas of local stakeholders.

Online	10/03/2022	Informal meeting: Discussing the collaboration between ISA and MasterPeace in their respective programmes in Morgenstond, The Hague.	Talking to them helped develop new possible ways to move forward with the LL activities. After the initial meeting, this meeting was meant to start designing a collaboration in more concrete ways.	ISA's and MasterPeace's approaches to youth development share a lot of similarities.	(Co-)creating
Online	15/03/2022	Several informal meetings with local stakeholders for our programme.	-	-	Exploring the ideas of local stakeholders.
Online	30/03/2022	Informal meeting with local stakeholders to discuss a collaboration for the Buitenspeeldag (Playing Outside Day) on 8 June.	Talking to them helped develop new possible ways to move forward with the LL activities.	Although very interesting, the target group of the Buitenspeeldag is youth aged 6-10, whereas our target group is older (12-18)	Exploring the ideas of local stakeholders.
Online	31/03/2022	Update with THUAS regarding our collaboration and joint goals and aims for the project.	-	It is important to regularly discuss openly about developments, possibilities and expectations that both organisations have with regard to the project.	Identifying the problem and goals.
The Hague	07/04/2022	Identifying the problem and goals.	Together with the manager of Morgenstond we discussed the possibilities to use the sports facilities for our planned activities. Also we met with a local youth partner to discuss the possibility of recruiting youngsters at activities that they host for our own programme.	To approach young participants for our event, we have to search at places where young people feel safe and frequently gather. In such places young people are more likely to say yes to other events/activities and can also sign up friends.	-
Online	13/04/2022	Informal meeting: Check up between ISA and DSHS regarding the project and interview with Thomas for PhD Louis (DSHS).	-	There is an international student from DSHS living in The Hague who could be of help in our LL activities.	Exploring ideas
The Hague	19/04/2022	Practical activity: Supporting sports activity of a local youth organisation.	Connecting to (some of the) young people during the activity and getting them excited about the programme at Eibernest.	Having an open mind within your activities with young people is important. You want them to be energetic and willing to participate,	Implementing/learning by doing new things.

				which is only possible if you keep things interesting for them. Therefore, a good programme should be a little fluid.	
Den Bosch	22/04/2022	Practical activity: a training day for Pim and Thomas in preparation of the facilitation of an ISA programme in The Hague	-	A lot of capacity building and skills development in the field of facilitation.	-
Online	28/04/2022	Informal meeting with a local student to discuss potential support in organising and delivering our programme activities.	-	-	-
Online	18/05/2022	Settled on date and location for two activities for youth in Morgenstond (Eibernest, 2-6 and 16-6).	-	-	-
Online	22/05/2022	Deadline for Interim Report (IO3)	-	-	-

Local Understanding of Social Cohesion

This part of the report discusses the local interpretation of what social cohesion entails. The first part of the SSCL project focused on existing European programmes who focus on using sports to increase social cohesion with the goal of mapping out their ideas and understandings about social cohesion. What is interesting within the context of the LL in Morgenstond, is that most of the organisations involved, contrary to the results of the Mapping Report (IO1), are not particularly focusing on improving social relations between different societal groups through their sports activities. They are focusing more on providing open sports activities for all groups in society and flat out increasing the level of participation in sports activities of the neighbourhood's inhabitants. However, it could be that activities in Morgenstond do focus on a specific group in the neighbourhood. A good example of this is the organisation of weekly sports activities by THUAS (Nynke Burgers) that are specifically aimed at non-Western migrant women, with the goal of increasing their participation in sports, boosting their life skills (such as self-confidence and their ability to express themselves) and expand their involvement in the community.

Diversity acceptance is more implicitly part of the activities. A better way to describe the focus of activities in the LL in Morgenstond and the focus of most of the local actors is trying to increase the sense of belonging and mutual trust and respect between inhabitants. This is seen by the Organisation for Economic Cooperation and Development (OECD) as one of the key components of social cohesion (OECD, 2012).

Challenges and Potential Solutions

It is important to be open about the fact that not everything in the LL in The Hague has gone as planned. There have been some bumps in the road so far and it is likely that there will be some more to come, as the problems the project is dealing with in Morgenstond are very complex ("wicked problems"). The most important of these challenges will be outlined in this section of the report.

A big challenge for the programme has been to find a good division of labour and activities between the two Dutch organisations working in Morgenstond for the SSCL project. First of all, this is due to the fact that the neighbourhood in which the LL is situated is in The Hague, whereas ISA has its Dutch office in 's-Hertogenbosch and only had limited experience in working in The Hague prior to this project. Secondly, THUAS already started working in a "LL context" in several neighbourhoods in The Hague well before the project commenced, which is different from the situation in other countries of the project, where LL's had to be built up from the bottom. Through extensive deliberation and an open attitude of both parties, the challenges of this situation are gradually fading, although they are definitely not completely gone.

Another challenge within the LL in Morgenstond has been to find ways to be complementary to other projects and programmes running in the neighbourhood. There are several other organisations active in Morgenstond, alongside the LL that is part of the SSCL project. They entail both small (local) organisations and bigger (national/international) organisations. With organising LL activities, it has therefore been of crucial importance to connect and discuss with these organisations, to see where the project can be of help to this existing structure of actors in Morgenstond, but also to make sure the project's activities are not the same as are already being done by other parties. Continuing this open communication for the remainder of the project is important, because ISA is starting to implement activities for a new target group (the first activities for youth aged 12-18 are about to start) and the project does not want to be in any other organisation's way.

Finally, the official implementation phase of the LL started in September 2021, which was a time in which Covid-19 measures in the Netherlands were still very limited. However, shortly after, from the beginning of November, Covid-19 cases and hospitalisations started to rise again, which meant that

more restrictions were introduced by the Dutch government. This was problematic for the LL in Morgenstond, for instance due to the fact that this limited times and numbers of participants for activities. Covid-19 restrictions were also the reason the minor “Impact of Sport” had to change its course and the involvement of ISA had to be cancelled.

Next Steps

This last part will focus on the future of the LL in Morgenstond and will discuss the next steps that we want to take within this project. First, ISA’s upcoming activities will be discussed. After that, THUAS’ involvement in both delivering and monitoring activities will be elaborated on.

ISA’s focus the coming period will be on organising activities for young people approximately between the ages of 12 and 18. At the moment of writing this report, two sessions have been planned, which will both take place in June. These sessions will be partly about playing sports and partly focusing on the psychology behind playing sports and the social and developmental power that sports activities can have.

After these sessions in June, ISA aims to organise at least four more sessions during or shortly after the Summer period, all aimed at increasing young people’s awareness about the social power of sports and developing life and leadership skills through sports and other activities.

Using these sessions and the existing structure of youth organisations in Morgenstond, ISA also aims to start and facilitate a youth council that exists of young people from Morgenstond who want to take part in occasional discussions about the neighbourhood and think about new ideas or activities to improve the neighbourhood.

THUAS’s involvement in the project during the upcoming period will partially be the monitoring of the progression of participants of ISA’s activities. Although this might be difficult on some occasions, when participants are only joining one or several of the activities.

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