

Final report

Having a voice in the stable – a conditional right for young riders?

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Part 1: Detailed summary

The aim of this research project was to explore and analyze the conditions that enable young equestrians (aged 15-17) to exercise their right to have a voice. The four research questions addressed the perspectives of young equestrians, instructors, and the equestrian context.

Study 1 (answering RQ 1 and 2) was conducted as an online anonymous survey. Over 560 young equestrians responded, mostly girls, and relatively evenly distributed geographically. A large proportion of the respondents were members of a riding club.

Study 2 (answering RQ 3 and 4) was an ethnographic study conducted at two riding schools. The study included over 200 hours of fieldwork. A total of 44 observations and 20 interviews were conducted: 10 focus group interviews with 30 young riders and 10 individual interviews with 10 riding instructors.

The main applicant (Karin Redelius) managed to receive additional funding for the project, together with in-kinds from GIH. Thereby, the project became larger than planned, and one of the co-applicants (Therese Warner) was employed as a PhD student and completed (almost) a doctoral degree based on the results from the project (the defense is May 23, 2025).

This study contributes with new knowledge about the conditions for young equestrians' right to make their voices heard as well as how equestrian sports facilitate (or not) participation by reviewing structures and cultures. The study reveals a culture where young riders appear satisfied at first glance, yet underlying dimensions suggest a more complex reality. By fostering a more inclusive and participatory culture, equestrian sport can create an environment where young riders feel empowered, heard, and actively involved in shaping their sport. Some of the more obvious implications for the horse sector are: Strive to create dialogs and ask young riders how they want to participate. Promote engagement by using social activities. Recognize that young riders are competent and use their abilities. Reflect on the messages conveyed within riding schools and how they might be perceived from a young rider's perspective.

Part 2: Main report (max. 10 pages)

Introduction

The focus of this research project was on young Swedish equestrians and their conditions for making their voices heard. The right to have a voice is one of the main principles in the UN Convention on the Rights of the Child, which became part of Swedish law in January 2020. Consequently, a premise for the study is Article 12, stipulating that all children (everyone under age 18) capable of forming their own views have the right to freely express those views in all matters affecting them. Their views shall be given due weight in accordance with their age and maturity (United Nations, 1989). This principle underscores the importance of viewing children as active agents in their own lives, not only allowing them to express themselves but also ensuring they are listened to and have influence over decisions that affect them. Research has shown that inclusion, being heard, and having influence are critical factors in maintaining engagement in sports (Trondman, 2011; Thedin Jakobsson et al., 2018). Additionally, fostering participation among children can play a key role in preventing abuse and harassment (Hong, 2006; Wessensteiner, 2015).

Participation was a key concept in this study and can be understood in different ways. Thomas (2007) distinguishes between two primary meanings of participation: engagement in decision-making and involvement in activities. Elvstrand (2009) further refines this distinction by defining participation in terms of democratic principles, with one dimension focusing on inclusion and belonging (social participation) and the other on influence and impact (political participation). The study draws on these definitions, examining both social participation—being included and feeling a sense of belonging—and political participation—having a say in decision-making and policy within equestrian sport.

One factor that complicates participation seems to be that adult power positions could result in children's safety being secondary. The power of adults means that their thoughts and opinions are superior, which leads children to feel they cannot or should not question (Lansdown, 2001; Grenfell & Reinhart, 2003; Eliasson, 2017). That young athletes do not dare to question or speak up suggests the existence of a culture of silence. Such conditions also exist in equestrianism, and since the global #metoo movement (see for example Brittain, 2025), there have been reports in articles, documentaries, and series where young equestrians share their experiences of how they have been mistreated in various ways (see, for example, #visparkarbakut, 2017). Even several years later, retrospective testimonies from young equestrians emerge, revealing how they did not dare to come forward due to the risk of consequences (see, for example, Aftonbladet, 2022; Sveriges Television, 2023). These testimonies come from young equestrians who, in various ways, have been exploited to gain advantages.

Despite these challenges, equestrian sport is recognized as a space where young girls, in particular, develop leadership skills and take on responsibilities (Forsberg, 2007; Forsberg & Tebelius, 2011). Headlines such as "The Stable Fosters Future Leaders" illustrate how stables serve as arenas for young people to develop independence and initiative (Saldert, 2008; Hadjipetri Glantz, 2022). However, although the Swedish Equestrian Federation states that they are working actively to include children and young people in boards and youth sections at both local and central levels, existing structures within equestrian sport could become more inclusive and participatory. Thorell et al. (2018) emphasise the importance of addressing accessibility within the sport to ensure that children and young people are not only included but also empowered to contribute meaningfully.

A paradox emerges within equestrian sports, where a context exists that fosters young equestrians to take responsibility and initiative, while at the same time, young equestrians appear to be silenced and powerless. There is also a lack of understanding of ways in which young equestrians feel they can influence their sport and how they wish to be involved. Furthermore, there is a research gap in how, if at all, equestrian leaders work to create opportunities for young equestrians to have a voice.

Aim and research questions

Against the above background, the overall aim study was to explore and analyse the conditions for young equestrians to exercise their right to have a voice. Four research questions were explored through two different sub-studies. These questions concern young equestrians, instructors/leaders, and the context in which they find themselves. The research questions are:

- What are the possibilities for young equestrians to be involved in their sport?
- How do young equestrians express that they want to be involved?
- How do riding instructors' constructions of youth influence young equestrians' possibilities to influence?
- What characterises the context in which young equestrians can be involved (or not)?

By addressing these questions, the overall goal of this research project was to shed light on the mechanisms that either facilitate or hinder youth participation in equestrian sports, contributing to a deeper understanding of how young equestrians can be empowered within their sport.

Material and methods (and theoretical framework)

A sociocultural perspective was employed to analyze the conditions for young equestrians to influence and have their voices heard. Different theoretical perspectives were also applied across the various articles in the project. The theoretical framework is divided into two categories: theories examining participation and theories analyzing the conditions for participation.

Throughout this research, Hart's (1992) "Ladder of Participation" has served as a foundational model, particularly in shaping the methodological design of the studies but also to analyse levels of participation in the context of the young equestrians. In accordance with Harts (1992; 2008) work, participation is not assumed to be a dichotomous variable, but instead something that can be experienced and requested in different ways by different individuals. Participation is not simply either/or.

Additionally, "The Lundy Model" (2007) is utilized to better understand young equestrians' perspectives on participation and the sociocultural context influencing their ability to express opinions. This model considers four key elements: space for participation (space), mechanisms for making their voices heard (voice), who is listening (audience), and whether their input leads to influence (influence). From a leadership perspective, Lang (2022) discusses how sports leaders' constructions of childhood and youth affect young athletes' opportunities to have a voice. Inspired by Lang (2022), this study examines riding instructors' perceptions of young equestrians to determine how these constructions shape their opportunities for influence.

Finally, to analyze the broader context in which young equestrians operate, this study employs Gramsci's concept of "cultural hegemony" (Parry, 1983; Gramsci, 2011; Henning & Andreasson, 2022). This concept was used to explore how norms and values are created and

sustained within equestrian culture and how they impact young equestrians' ability to participate and be heard.

To address the aims, two primary methods were applied: an online survey (RQ 1 and 2) targeting young equestrians and ethnographic research (RQ 3 and 4), which includes observations and interviews at two Swedish riding schools. These methods were chosen to capture multiple perspectives and provide a comprehensive understanding of young equestrians' experiences. Study 1 focuses on the young equestrians' perspectives, while Study 2 explores the perspectives of riding instructors and the contextual factors at riding schools. An overview of the studies, including research questions and methods, is below (Table 1).

Table 1. Overview of the studies

	RQs	Methods	Articles
<i>Study 1</i>	What are the possibilities for young equestrians to be involved in their sport?	Online survey, mainly quantitative analysis of multiple-choice questions.	Article 1: Participation Rights in Youth Sport: Voices of Young Swedish Equestrians.
	How do young equestrians express that they want to be involved?	Online survey, mainly qualitative analysis of free-text questions.	Article 2: Respect me and Recognise my Ability – Young Equestrians on How to Have a Voice in Sport.
<i>Study 2</i>	How do riding instructors' constructions of youth influence young equestrians' possibilities to influence?	Ethnographic-inspired study with observations and interviews.	Article 3: Giving orders or facilitating voices – Coaches constructions of youth in equestrian sports.
	What characterises the context in which young equestrians have the opportunity to be involved (or not)?		Article 4: Horses and hierarchies: A story of young equestrians' participation rights through a cultural hegemonic lens.

Study 1 – an online-survey

Study 1 (answering RQ 1 and 2) was conducted as an online survey study, and that choice was made for several reasons. Firstly, a survey was a satisfactory way to reach as many young riders as possible in different types of stables and from different parts of the equestrian sport. In addition, the online survey was an appropriate first step in the process of mapping the participation of the young riders, and based on this mapping, deciding the focus for the second study. Moreover, the Covid pandemic made it difficult to meet young people in person.

The survey targeted young riders aged 15-17. To disseminate the survey, contact was made with organizations and schools within the horse industry who forwarded the information to young people in their networks. The study was also highlighted through popular science

articles on well-known websites in the horse industry, such as Hästsverige.se and Hippson.se. Links to the articles were shared on social media such as Instagram and Facebook, which in turn led to the survey itself. The selection for the survey was consequently non-random. However, through the spread of social media, many young riders were able to be reached by information about the study and had the opportunity to participate.

The survey was conducted anonymously with the option to cancel at any time and all material was treated confidentially. No sensitive personal data was collected, and the participants were 15 years or older, and thus no ethical approval was required (Ethics Review Act, 2003:460). The data collection was carried out in accordance with ethical guidelines and good research practice (Vetenskapsrådet, 2024).

Over 560 young people answered the survey. The majority of those were girls resembling gender distribution within equestrian sports (Norberg & Wahlgren, 2023). A large proportion of the respondents were members of a riding club operating under the “flag” of the Swedish Equestrian Federation. The respondents were relatively evenly distributed geographically, with places of residence ranging from large cities to rural areas. Two equestrian contexts were identified in the processing of the results: riding schools and privately owned stables, and the young riders were evenly distributed across each stable.

The survey consisted of 66 questions/statements, with both fixed answer options and free-text answers. The questions were designed to identify whether the young riders felt informed, consulted, involved, or had the opportunity to take their own initiative.

Study 2 – Ethnographic fieldwork

Study 2 (answering RQ 3 and 4) was conducted at two riding schools and included a total of just over 200 hours in the field, which were evenly distributed between the two riding schools. A total of 44 observations and 20 interviews were conducted: 10 focus group interviews with 30 young riders and 10 interviews with riding instructors. Initially, an application was made to the Ethics Review Authority, which was approved (Ref. No. 2022-07043-01). Thereafter, data collection was carried out in the following way:

Participatory observations were conducted to investigate and create an understanding of the context of the young riders. These observations lasted approximately four to five hours per occasion. The observations took place on the same days, and it was thus possible to follow the same young people during all the weeks. The observations were made from the young people gathering and “hanging out” in the riding school premises to the horse distribution, preparing horses for the riding lesson in the stable, the riding lesson, taking care of horses after riding lessons, and any socializing after the riding lesson. It was also possible to follow the youth section meeting at one of the riding schools. Field notes were taken continuously during ongoing observation, and the notes were written purely in connection with the observation occasion and were then supplemented with details and descriptions. The field notes were made based on the focus areas of the study and thus dealt with opportunities and obstacles to participation and how the social interaction between young riders, riding instructors and horses could have an impact on participation.

Interviews with riding instructors were conducted to capture how they reasoned and reflected on young riders' participation. These interviews were conducted at the end of the data collection at each riding school. The interviews followed an interview guide and ten riding instructors were interviewed (five per riding school). The interviews were recorded and transcribed verbatim.

Focus group interviews with young riders were used to capture the young riders' reflections on being involved in their sport. These interviews were conducted after the observations,

which made it possible to follow up on situations that had arisen during the weeks that the data collection was ongoing. Focus group interviews were conducted with the young riders to make them feel comfortable talking when they were in a group, and to promote the young people's own discussions. During the interview, which followed a semi-structured interview guide, the young riders were given the opportunity to discuss, converse, and reflect on different areas linked to participation. All data was then handled in accordance with GIH's guidelines for storing research data. Riding schools, interviewees, and horses were de-identified and pseudonymized.

Results and discussion

The results of this research project are presented in four individual articles that are published in (two papers) or submitted to (two papers) international scientific journals (see the first four references in the dissemination part below). In the following, the abstract of the articles are presented, and then the results will be discussed briefly.

Article I: Participation Rights in Youth Sport: Voices of Young Swedish Equestrians

The Convention on the Rights of the Child states that all children and young people have the right to have a voice in matters concerning them, in accordance with age and maturity. In the endeavour to make youth sport a safe place free from abuse and harassment, it is crucial to ensure that young athletes can exercise their participation rights. Drawing from an online study involving over 550 Swedish young equestrians aged 15-17, the aim was to investigate whether and in what ways young equestrians can make their voices heard. The results show that the possibility to have a voice is conditioned by socio-cultural factors such as what type of stable the youths are active in. The analysis was underpinned by the Ladder of Participation. The study concluded that social interaction and access to horses are important conditions for how young equestrians experience the possibility of having a voice.

Article II: Respect me and Recognise my Ability – Young Equestrians on How to Have a Voice in Sport.

To make sports a safe place and to attract and retain youth, it is essential to hear the voices of young athletes. To include children's voices emanates from the Convention on the Rights of the Child, which states that all children and young people have the right to have a voice in matters concerning them, in accordance with age and maturity. The present study collected data through an online survey with free text fields (in open-ended answers) to capture young Swedish equestrians' thoughts about having a voice in their sport. Thus, young equestrians' own voices are highlighted, suggesting how they want to be involved and indicating prevailing conditions for them to be heard. The results suggest that there may be limited space for young equestrians to be involved. Young equestrians want to be trusted for their competencies, and the horse is an important partner for them. This study concludes that how adults recognize and show respect shapes the perception of young equestrians' ability to have a voice. How access to horses is provided and how activities are facilitated are examples of factors influencing this.

Article III: Giving orders or facilitating voices – Coaches constructions of youth in equestrian sports.

This article contributes to and expands the ongoing discussion about coaches' constructions of children and youth and the impact it has on the participatory agenda in sport, i.e. young athletes' chances to have a voice. The focus is on coaches in Swedish equestrian sport, more specifically termed riding instructors, and how they facilitate (or not) the voices of young equestrians (aged 15–17). Drawing on ethnographic fieldwork at two Swedish riding schools, the aim was to empirically explore how instructors' construction of youth affects young

equestrians' chances of having a voice. The fieldwork included observations for 6-8 weeks at each riding school and interviews with 10 riding instructors. Three ways of constructing youth emerged from the analysis: Youth as incompetent, Youth as either interested or not, and Youth as competent. These different constructions influenced instructors' way of giving youths a voice.

Article IV: Horses and hierarchies - A story of young equestrians' participation rights through a cultural hegemonic lens.

Using a narrative approach, this article employs ethnographic creative nonfiction to examine the sporting culture and everyday life within riding schools. Ethnographic fieldwork was conducted with observations and focus groups interviews with 30 young equestrians at two riding schools. The aim was to examine how rules, norms and values seemed to impact young equestrians' opportunities to be involved. The theoretical framework draws on the concept of cultural hegemony to explore how power structures and hierarchical relations become embedded within riding schools. The results show how authority and influence are woven into the young equestrians' sporting experiences, impacting their ability to fully engage in their participation rights. The results also suggest that values and norms within the context of the riding schools are both consciously and unconsciously accepted and maintained. The findings emphasize a need for cultural shifts, ensuring that the voices of young equestrians and the welfare of the horses develop hand in hand for the sake of the future of equestrian sport. The findings reveal a complex reality beneath the surface of equestrian culture. While young equestrians often appear satisfied, deeper analysis suggests that they must conform to established norms, which limit their ability to express concerns or challenge existing structures. This may explain why nearly one in four young equestrians feel they cannot speak out when something is wrong, pointing to the existence of a culture of silence. These findings highlight how the riding school environment sustains a culture in which young people hesitate to ask questions or voice their opinions.

A central conclusion of this thesis is that young equestrians desire greater respect from adults, particularly from riding instructors and coaches. They want their opinions to be acknowledged and taken seriously to foster a sense of inclusion and involvement. When they are excluded from decision-making at the stable or during riding lessons, their experience of participation diminishes. Increasing youth participation requires adults to actively listen, value young equestrians' perspectives, and act on their input. Riding instructors, in particular, play a crucial role in this process. By recognizing young equestrians as competent individuals capable of contributing ideas and engaging in meaningful dialogue, barriers can be replaced with collaborative solutions.

The norms and values within riding schools are shaped by dominant groups, as described by the concept cultural hegemony. These groups operate at different levels: the Swedish Equestrian Federation influences riding instructors, who, in turn, shape the behaviors of adult equestrians, youth section boards, and younger members aspiring to join these boards. While this thesis does not examine whether these hierarchies extend even further among younger age groups, it is evident that dominant groups reinforce existing power structures. The research also indicates that certain behaviors are rewarded within equestrian culture, and young equestrians are highly aware of these expectations.

For young equestrians to feel more involved, a cultural shift is necessary—one that allows them to participate without fear of making mistakes. This can be achieved by fostering open dialogue and encouraging engagement, not only in riding lessons but also in stable management and horse care. When young people can express their opinions without fear of negative consequences, their sense of participation and commitment strengthens.

Cultural change takes time and requires deliberate effort. The findings of this thesis suggest that significant changes are needed to amplify young equestrians' voices. However, these changes must extend beyond individual stables or riding schools to encompass equestrian sports as a whole. A broader pedagogical shift is necessary to make participation more inclusive. Importantly, creating opportunities for youth involvement does not have to be time-consuming or complicated. The studies included in this research demonstrate that riding instructors can foster participation through simple actions—listening, asking questions, and including young equestrians in decision-making. These small but meaningful changes can make a profound difference in ensuring that young equestrians are heard and actively engaged in their sport.

Conclusions

This study contributes new knowledge about the conditions for young equestrians' participation rights. By combining an online survey with ethnographic studies, various aspects of participation have been examined from a sociocultural perspective. The insights presented can support the equestrian community in fostering greater participation among young riders, particularly by re-evaluating structures and cultural norms. Below, the key conclusions are outlined in relation to the study's aims and research questions.

Context matters

The study reveals a culture where young riders appear satisfied at first glance, yet underlying dimensions suggest a more complex reality. The culture is shaped by “given” norms, where young riders feel they must conform to be accepted. This may explain why nearly one in four young riders feel unable to speak up when something is wrong and why a culture of silence persists. The findings suggest that context plays a crucial role in participation—how young riders perceive their environment directly influences what they feel they can and dare to do.

Rethinking pedagogical approaches

A key conclusion is that young riders' sense of participation increases when they feel their opinions are respected and considered by adults, particularly riding instructors and trainers. When they are not given opportunities to influence their riding lessons or stable environment, their sense of involvement diminishes. To enhance participation, adults must actively take young riders' opinions seriously and reconsider their pedagogical approach. Riding instructors and other adults need to recognize young equestrians as competent individuals with valuable ideas, listen to them, and take their perspectives into account. By fostering open dialogue and interacting with young riders on equal terms, perceived barriers could instead become shared solutions.

Challenging norms and values

Norms and values within riding schools are reinforced by what, from a cultural hegemony perspective, are known as dominant groups. In this study, these dominant groups are visible at multiple levels—ranging from the Swedish Equestrian Federation, which influences riding instructors, who in turn influence adult riders, youth committees, and ultimately, young equestrians themselves. Whether this hierarchical structure extends even further to younger age groups was not the focus of this study. However, the findings indicate that dominant groups within equestrian sports contribute to hierarchies that young riders themselves uphold. It is also evident that certain behaviors are rewarded, and young riders take note of these cues.

Creating an inclusive culture

For young riders to feel more involved, an environment must be created where they can participate without fear of making mistakes. This can be achieved by fostering open dialogue and engagement—not only in riding lessons but also in the handling of horses and the organization of stable work. When young people can express their opinions without fear of negative consequences, their participation and engagement are strengthened.

Changing cultural norms takes time and requires conscious effort. However, these changes do not have to feel impossible to achieve. The study's findings highlight that the necessary shifts must permeate the entire equestrian sport, not just individual stables or riding schools. A re-evaluation of pedagogical approaches across the sport is needed. Creating opportunities for participation does not have to be time-consuming or difficult—something that the riding instructors in this study have demonstrated. Listening, asking questions, and including young riders in decision-making can be done with minimal effort. A riding instructor's pedagogical approach and actions can be the deciding factor in whether young equestrians feel involved and heard.

Relevance for the practical horse sector incl. recommendations

There are several practical implications that can be derived from this study. Some are presented below:

- **Ask young riders how they want to participate.** Create dialogues — young people have valuable perspectives to offer. Providing opportunities for anonymous feedback can also help ensure that all voices are heard.
- **Use social activities to promote engagement.** Horses can be a powerful resource in fostering participation, but this does not happen automatically. Riding instructors need to set aside time (or be given time in their schedules) to create opportunities for horse-centered participation.
- **Recognize that young riders are competent and full of ideas.** Do not assume they lack knowledge or interest. Engage them by asking questions, listening, and brainstorming solutions together. It does not have to take extra time—simply responding with a counter-question, listening actively, or explaining the reasoning behind rules can make a difference.
- **Reflect on the messages conveyed within riding schools.** Consider how communication from riding schools, clubs, sports federations, instructors, and youth committees might be perceived from a young rider's perspective. Are these messages welcoming and inclusive? Would you feel encouraged to ask questions or challenge existing norms if you were a young rider?

By fostering a more inclusive and participatory culture, it is possible to create an environment where young riders feel empowered, heard, and actively involved in shaping their sport.

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Part 3: Result dissemination *(in reversed chronological order)*

Scientific publications	Waerner, T., Thedin Jakobsson, B., Morgan, K. & Redelius, K. (2024). Participation rights in youth sport – voices of young Swedish equestrians. <i>YOUNG: Nordic Journal of Youth Research</i> , 32(4), 378-396. https://doi.org/10.1177/11033088231218855
	Waerner, T., Thedin Jakobsson, B., Morgan, K., & Redelius, K. (2024). Giving orders or facilitating voices – Coaches' constructions of youth in equestrian sport. <i>Sports Coaching Review</i> . E-pub online: https://doi.org/10.1080/21640629.2024.2443721
Scientific publications, Submitted manuscript	Waerner, T. (submitted manuscript, Feb 2025). Horses and hierarchies: A story of young equestrians' participation rights through a cultural hegemonic lens. <i>In review</i> .
	Waerner, T., Thedin Jakobsson, B., Morgan, K., & Redelius, K. (submitted manuscript, June 2024). Respect me and Recognise my Ability – Young Equestrians on How to Have a Voice in Sport. <i>In review</i> .
Conference publications/ presentations	Redelius, K. <i>Tryggare kan ingen vara – än idrottens lilla barnaskara</i> , oral presentation, SVEBI, Karlstad, nov 2024
	Thedin Jakobsson, B. <i>Hästen i centrum! En etnografisk studie av ridlektioner</i> , oral presentation, SVEBI, Karlstad, nov 2024
	Waerner, T. <i>Hästar och hierarkier – om unga ryttares möjligheter att göra sin röst hörd</i> , SVEBI 2024, Karlstad universitet, nov 2024.
	Waerner, T. <i>Having a voice in equestrian sport – a conditional right?</i> Embedding children's rights in sport and physical activity: Policy, practice and research, Milton Keynes, England, The Open University, Oct 2024
	Thedin Jakobsson, B. <i>Learn and Teach How to Ride. An Ethnographic Study of Riders' and Instructors' Experiences in Equestrian Sport from a Child's Rights Perspective</i> . Embedding children's rights in sport and physical activity: Policy, practice and research, Milton Keynes, England, The Open University, Oct 2024
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	Waerner, T., Redelius, K., Thedin Jakobsson, B. & Morgan, K. <i>Perspectives of participation rights in youth sport – voices from young equestrians</i> . ECER European Conference on Educational Research, Glasgow, August 2023
	Waerner, T. <i>Unga ryttares rätt till delaktighet – en villkorad rättighet?</i> Poster presentation, SVEBI, Göteborgs universitet, nov 2023.
	Waerner, T., Redelius, K.; Thedin Jakobsson, B. & Morgan, K. <i>Unga ryttares röster om delaktighet i sin idrott</i> . SVEBI, Malmö universitet, jun, 2022.

	Waerner, T. (2022) <i>Participation rights in youth sport – the voice of young equestrians in Sweden</i> , Nordic network: Human Rights in Youth Sport, GIH May 2022
	Waerner, T. <i>Having a voice in the stable – a conditional right for young riders?</i> Paper presented at digital conference, Swedish University of Agricultural Sciences, Aug 2021.
	Waerner, T., Redelius, K., Thedin Jakobsson, B. & Morgan, K. <i>Young horseback riders voice of their participation rights</i> , European Association for Sociology of Sport, digital conference organized by Universidad de Cordoba, 2021.
	Redelius, K. & Eliasson, I. <i>Capturing Youth Voices: How, where and when</i> , European Association for Sociology of Sport, digital conference organized by Universidad de Cordoba, 2021.
	Waerner, T. (2021) <i>Listening to the voices of young Swedish equestrians – what do they say about their rights?</i> Nordic network: Human rights in Youth Sport, NIH, Oct 2021
	Waerner T. <i>Having a voice in the stable – a conditional right for young riders?</i> abstract accepted to be presented at Equine Cultures in Transition – past, present and future challenges, Uppsala, Sweden, June 2020 (accepted but cancelled due to Covid)
	Redelius, K. <i>Capturing Youth Voices in Sport – a methodological approach</i> , abstract accepted to be presented at European Conference on Educational Research (ECER), Glasgow, Scotland, August, 2020 (accepted but cancelled due to Covid)
Other publications, media etc.	Tidningen Ridsport: Ridlärarnas attityd till eleverna är avgörande (2 februari, 2025): https://www.tidningenridsport.se/forskaren-ridlararnas-attityd-till-eleverna-ar-avgorande/
	Hippson: Ridlärarens roll i ungas delaktighet (11 januari, 2025) https://www.hippson.se/nyheter/forskning-ridlararens-roll-i-ungas-delaktighet
	Hästsverige: Möjliggör ridlärare unga ryttares delaktighet? (8 januari, 2025): https://hastsverige.se/news/forskning-mojliggor-ridlarare-unga-ryttares-delaktighet/
	Short movie: The Convention on the rights of the child, Djursholms Ridklubb, 2021-04-13: https://www.youtube.com/watch?v=-TjmJXPfdOY&list=PLq44c0LsYeeEAUKjYpX1LW4CHk1mNT9xw
	Hippson.se (sept, 2020): https://www.hippson.se/artikelarkivet/hippsonnews/studie-vill-fanga-upp-unga-ryttares.html
	Ridskolan Strömsholm (sept 2020) https://stromsholm.com/2020/09/01/studie-vill-fanga-upp-unga-ryttares-delaktighet/ SLU (sept 2020) https://www.slu.se/ew-nyheter/2020/9/studie-vill-fanga-upp-unga-ryttares-delaktighet/
	The articles above were shared in social media (Facebook and Instagram) by the project group, and by e.g. youth sections within the Swedish Equestrian Federation.

Oral communication to horse sector, students etc.	Waerner, T <i>Hur vill unga ryttare vara delaktiga?</i> Föreläsning för Hästnäringens Unga Ledare – FEIF Young leaders, 2024.
	Waerner, T. <i>Hur vill unga ryttare vara delaktiga? Och vad innebär det för vuxna?</i> Ridsportforum, Bosön, 2024.
	Waerner, T. <i>Unga ryttares delaktighet – varför är det viktigt och hur kan ledare arbeta med det?</i> Föreläsning lärare vid hippolog-programmet SLU, Bosön, 2024.
	Waerner, T. <i>Vad är delaktighet för unga ryttare</i> , Global Champions Tour – seminar at GIH in collaboration with Svenska Ridsportförbundet, june 2023.
	Higher Seminar, presentation of the project, 2021, 2022, 2023, 2024: PhD students, examiner, and supervisors, GIH.
	Waerner, T. “Ridsportens ledarskap” (spring/autumn 2020/2021/2022/2023, 2023/24), lectures, the bachelor programme of Equine studies
	Waerner, T. <i>Having a voice in the stable</i> , Global Champions Tour – seminar at GIH in collaboration with Svenska Ridsportförbundet, June 2022.
	Waerner, T. Föreläsningar för ridlärare, tränare, funktionärer inom Svenska Ridsportförbundet (2021–2022): Barnkonventionen i ridsporten – föreningsperspektivet (online, 2021) Barnkonventionen i ridsporten – vad betyder det för dig som är ridlärare och tränare? (online, 2021) Barnkonventionen i ridsporten – för dig som är funktionärsutbildare (Stockholm, 2022)
	Lectures within the course pedagogy and leadership for the horsesector, autumn 20/spring 21, Students at the bachelor program for equine sciences, year 1, 2 and 3.
	Lecture (in service training) for trainers and riding teachers/instructors, Stockholms läns Ridsportförbund, to come in Oct 2021
	Lecture riding clubs (board members), Stockholms läns Ridsportförbund, to come in Oct 2021
	Sport pedagogy seminar, presentation of the research plan, spring 2021, group: researchers in sports pedagogy, GIH.
	Presentation at different research-networks, autumn 2020/spring 2021: SLU-horse researchers, The network for hum/soc horse research, The network for sport sciences and horse research.
Student theses	Fridlund, Elin, (2020) Leadership within stable environment – shaping young future leaders, bachelor thesis (https://stud.epsilon.slu.se/15656/11/fridlund_e_200625.pdf) supervisor Waerner, Therese