

# **KINESIS**

**SCHOOL AND COMMUNITY BASED SPORTS FOR THE SOCIAL  
INCLUSION OF VULNERABLE TARGET GROUPS**

# KINESIS

**TRAINING COURSE FOR INTERMEDIARY ORGANISATIONS**

**MODULE DESCRIPTION HANDBOOK**

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## About KINESIS

Sport is proved to be an excellent tool to foster social integration of vulnerable target groups. However, there is an under-representation of children from these groups in the sport clubs and generally in the sport activities. Because of their living conditions, the main contact point of these target groups with the mainstream community are the schools. For this reason, there is a need to increase the contacts and cooperation between schools and local communities (including sport clubs) through the use of sports and to increase the capacity of intermediary bodies (such as local authorities, sport associations, NGOs) to promote these contacts in a sustainable way.

KINESIS is an Erasmus+ project which aims to promote the participation of children from vulnerable target groups in sport activities and the life of their community through the strengthening of the cooperation between physical education teachers in school on the one hand and sport clubs and community-based organisations on the other. In this way, students from vulnerable groups will be able to: (i) Have a first contact with the sport clubs and other sport organisations that exist in their community; (ii) Have increased motivation for their participation in sport activities, (iii) Increase their participation in the community life.

In order to achieve its objectives, the project organizes training courses both for physical education teachers and intermediary/ community organisations.

This handbook is addressed to any organization that could play the role of the intermediary between the school and the communities around them. It includes sport associations, NGOs, local authorities, community organisations, cultural organisations etc). It aims to provide to members of these organisations the necessary knowledge and skills in order to be able to support the increased cooperation with schools and through this, the improvement of the inclusion of vulnerable children through sports. It is the basis for the training activities that are organized in the framework of the project.

The handbook is divided in 6 modules: General assessment of the situation (Module 1); Working with vulnerable groups (Module 2); Cooperation with schools (Module 3); Needs of organisations and individuals to promote inclusion of vulnerable groups (Module 4); Format and Content of Training Programs for Inclusion (Module 5); Successful Strategies and Good Practice (Module 6).

The handbook is a result of inputs from 7 different partners, in 6 different countries across Europe. It is clear that the different partners have different views, usage of terms, standards, expertise, and knowledge on the topic of social inclusion of vulnerable groups and this is reflected in the handbook. However, this is something that reflects the joint idea and diversity of being Europe. And it shows the lively exchange of different stakeholders and types of organisations in projects like KINESIS.

The project KINESIS is coordinated by Irodoros, the Municipal Organisation in charge of Solidarity and Sports in the Municipality of Megara, Greece and the participating partners include Action Synergy (Greece), The Lithuanian Sports University, Eurosuccess Consulting (Cyprus), Corporate Games (Romania), APGA (Slovenia) and VIDC-fairplay Initiative (Austria).

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# 1 Module 1 - General assessment of the situation

*Developed by Eurosuccess Consulting*

General Objective of the module	Introduction to building the capacity of promoting networking and cooperation between schools and community-based organisations
Expected Results	<p>Understand the benefits of strong cooperation between community-based organisations and schools</p> <p>Conceive the importance of community-based organisations' role in the decision-making field</p>
Keywords	<p>Social inclusion</p> <p>Vulnerable target groups</p> <p>Cooperation</p> <p>Schools</p> <p>Community-based organisations</p> <p>Networking</p> <p>Decision-making</p>
Introductory Remarks	<p>This training module is aiming to build the capacity of intermediary organisations and promote the networking and cooperation between schools and community-based organisations. More specifically, these intermediary organisations consist of local authorities, school authorities, coaching associations, training organisations, NGOs and every organisation involved in the promotion of the cooperation between the schools and the community.</p> <p>The first module of the training program has a duration of approximately three (3) hours. The learners, after successfully completing this module will:</p>

## 1.1 Introduction

The promotion of social inclusion of vulnerable groups is supported through the increased access to physical activities, sports and services (World Bank Project, 2021). Therefore, a lot of attention has been paid to the development of sports infrastructure accessible to these groups, such as the development of sports centers, the access to new sport opportunities and services in different regions, etc. In other words, socially excluded groups are at a very high risk of low well-being and poor health, as they lack resources, rights, goods and access to activities. Sport has the potential to decrease individuals' stress, dysfunction, lack of social support, resources or money, social exclusion, discriminatory behaviors and increases:

- Resilience
- Social skills
- Self-confidence
- Self-esteem
- Safety
- Sense of belonging
- Sense of usefulness
- Building experiences
- Competence
- Healthy lifestyle

Due to financial, geographical and socio-cultural barriers, vulnerable targeted families find it difficult to provide their children with the opportunity to participate in sport activities. Sport-for-Development (SFD) is described as the use of sports to exert a positive influence on public health, the socialization of children and adults, the social inclusion of the disadvantaged, as well as on fostering intercultural exchange and conflict resolution. According to this, a recent case study of the KAA Gent Foundation (2018) on the importance sports bring to vulnerable target groups, it was stated by a child that:

*“It does not matter whether you can play football or not. The way that we play football, makes everyone have fun, and relax. (...) Then it is fun to just empty the head a bit through football, and the social happening matters as well”.*

### 1.1.1 Value of sports in vulnerable target groups' lives

Sports participation can bring great outcomes to people's lives but there are many people experiencing various personal, social and/or cultural and environmental barriers when it comes to sports participation. They are often not integrated into the community and usually feel excluded. With this in mind, they tend to lack social interactions and networks and they are characterized by poorer mental and physical health (Baker et al., 2002). Another research also highlighted some of the main factors that are considered to be influencing physical activities such as demographic

or biological factors, psychological, cognitive, and emotional factors, behavioral attributes and skills, social and/or cultural factors and physical environment factors (Bodde & Seo, 2009).

It is believed (Schipper, 2019) that to overcome such barriers, some effective solutions could be:

- The improvement of sports participation and inclusion
- The promotion of a safe sports climate
- Effective communication with a supportive coach
- A supportive school and community-based environment
- The participation in small and fun sports activities
- Participation in sports programs
- The promotion of teamwork
- The development of physical and social competency
- The promotion of problem-solving behaviors and decision-making

According to the above, the benefits of participating in sports activities is commonly documented (Winters, & Daily, 2021). Some of them are the:

- Decrease of stress and anxiety
- Improvement of brain function
- Improvement of concentration
- The enhancement of creativity
- Increase of well-being
- Promotion of social inclusion
- Formation of social and community bonds
- Improvement of academic performance and potential
- Enhancement of self-confidence and self-esteem
- Development of social and teamwork skills
- Improvement of disciplinary behaviors
- Improvement of energy levels
- The management of personal emotions



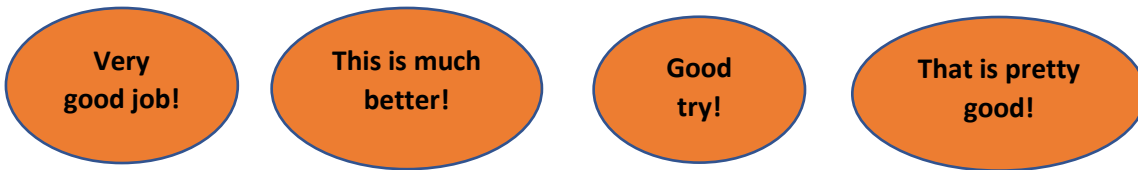
## 1.2 Strengthening vulnerable target groups' participation in sport activities

Sports should be considered by everyone, an effective tool for improving integration processes among disadvantaged groups, promoting social inclusion and creating open communities. However, contemporary research (MATCH, 2016) indicates that there is still a long way to go in order to fully embrace the social inclusion of vulnerable target groups through sports, starting from motivation. Here are some suggestions on the ways decision-maker(s) and physical education (PE) teachers can strengthen motivation and participation in sports:

- Set up clear goals
- Be able to assess participants' skills and competencies
- Be able to identify challenges that participants experience
- Eliminate the fear of failure and promote a climate of support
- Create emphatic relationships between participants
- Promote social inclusion between participants

- Promote fair play and relationships
- Use sport as a mechanism for promoting education and development
- Use sport as a universal language that can help bridge social, religious, racial and gender differences
- Support team bonding
- Have empathy
- Acquire leadership skills
- Be open-minded and flexible
- Acquire problem-solving skills, listening and communication skills

Provide participants with feedback for improvement by using positive words such as:



### 1.3 Cooperation between community-based organizations and schools



The picture above is a proven example of low socioeconomic status neighborhoods, aspects and capital (World Health Organization, 2013). In such sociogeographical places, the levels of low income, employment, education are really high. To ensure social inclusion, many comprehensive approaches are considered necessary. Here are some suggestions:

- building upon individual and community strengths
- raise awareness and develop promotion – the use of the internet and social media are powerful
- tools
- building partnerships with key stakeholders
- early intervention and prevention (i.e., community sustainability, etc.)
- raise information campaigns in schools, sports clubs and organizations
- national and municipal policies on equal opportunities for training and sports
- set up community priorities



- deliver quality sport programs
- promote sport club memberships
- organisation of free sport events
- promote social values, cultural identity and responsibility
- target people's motivation and needs
- promote fair play
- design of free accessible sport facilities
- increased empowerment and acceptability
- develop skills and confidence among children
- provide ongoing support and supervision
- evaluate intervention measures and benefits

Community-based organisations must promote and teach sports as an essential tool for healthy competitiveness among children and encourage sports practice and involvement. Sport can help in the development of a child's personality and well-being and for these reasons, the development of networking and community partnerships can play a major role in the community and schools in general. With this intention, community-based organisations shall raise awareness towards social inclusion, and provide the necessary facilities for sports events, contributing free accessible resources to those who cannot economically afford to pay for their sports activities. As stated by (Soares et al., 2016), sports must be understood as a public investment that brings positive returns. It is well-said that the public sector organisations have the responsibility to promote such activities, especially for the smooth social integration of youth and the disadvantaged ones.

#### **1.4 Conclusion**

The key elements to social inclusion of disadvantaged communities are the development of strong community cooperation and networks, the development of social capital and the delivery of sport development programs. People active in the decision-making field can break sports participation obstacles and barriers and build engagement. With this in mind, sport management in terms of individual and community development is something that needs to be re-evaluated and discussed.

It is indisputable that sports play a fundamental role in the social and physiological development of people, especially children coming from different social and economic backgrounds. The need to promote the feeling of belonging and create social bonds within the community should be a number one priority for governments in their effort to develop self-confidence and self-identity. As once stated,

*“All sport and recreation provision should be based on long term, established funding; should be continually monitored and evaluated in light of ongoing research, and should, for the most part, be offered for the purposes of social opportunity and social development”.*

(Cited in Cowell, 2007, p. 25)

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## 2 Module 2 – Working with vulnerable groups

*Developed by Lithuanian Sports University*

General Objective of the module	The aim of this module is to introduce intermediate organizations to the diversity of vulnerable groups, their cultural background and barriers to participation in sport.
Expected Results	Knowledge about the problems of vulnerable groups in the context of the European education system; understanding their cultural and communication features that hinder their participation in sports activities.
Keywords	Vulnerability, social inclusion, communication, cultural diversity, vulnerable groups, physical activity
Introductory Remarks	Seeking for a sustainable development of the society, the inclusion of the vulnerable groups, especially children, becomes prioritized to reduce exclusion, inequality, low welfare dependency of an individual and intergenerational transmission of vulnerability. A special focus must be given to the children of vulnerable groups to feel suitable in education infrastructure, to take part in different after-school activities. This module gives an overall picture of definitions of vulnerable groups and explains the diverse backgrounds and peculiarities of communication as well as seven pillars of inclusion into sports. All units of the module are advised to be read in prescribed order.

### 2.1 Conception, diversity, and classification of vulnerable groups in educational context

People are considered vulnerable, for different reasons – for ethnicity, disability, migrants, age, and sexuality. This is due to public exposure and the outcomes related with various conditions, people from all different backgrounds; from black African to Asian and depends a lot on self-identification. In the social realm, vulnerable populations include those living in abusive families, the homeless, immigrants, and refugees.

Seeking for a sustainable development of the society, the inclusion of vulnerable groups, especially children, becomes prioritised to reduce exclusion, inequality, low welfare dependency of an individual and intergenerational transmission of vulnerability.

Education is a public good, and it is in the interests of communities and societies that all children receive a quality and safe education. The cost of failing children in this regard is not only an issue for children's rights, and a personal loss for the child's own development and later opportunities, but it is also a loss for societies that then suffer from lower productivity, higher welfare dependency of an individual, greater social inequality, and intergenerational transmission of vulnerability. Thus, inclusive education becomes prioritised to reach the goals related to exclusion of discrimination, to broaden social progress and expand accessibility for vulnerable groups. Still there is a gap in educational outcomes of children from vulnerable groups as the success is broken by poverty, low family incomes, lack of learning equipment, bullying and other negative consequences. School's support is very important factor in developing children from vulnerable groups. (For example: School food support in Mexico, UK, USA, higher education is supported after leaving school in Austria, the Czech Republic, Germany, and Switzerland).

To conclude, it is very important to enrol children in school and social life is just the first step, there is also a need to ensure that they acquire the necessary life skills and be accepted in a community. A special focus must be given to the children of vulnerable groups to feel suitable in education infrastructure, to take part in different after school activities.

## **2.2 Description, cultural background, and peculiarities of communication of children from various vulnerable groups**

As it has been defined and presented in the previous part that definition of vulnerability is not universal. Mostly it could be referred to the concept of vulnerable groups gained by case of the law of the European Court of Human Rights. The Court wishes to retain the capability of "vulnerable groups" to fulfil its equality mission, it will have to attend to the stigmatizing, essentializing, and stereotyping risks associated to the concept.

Research findings show that it is very important to analyse the variations how people acculture and how they adapt to this process. So cross-cultural psychology is one of the major sources of the development and display of human behaviour as well as the contact between cultural populations. Such intercultural contact results in both cultural and psychological changes. Variations in ways of acculturating have become known by the term's *integration*, *assimilation*, *separation*, and *marginalization*. Two variations in adaptation have been identified, involving psychological well-being and sociocultural competence (Sam, Berry, 2010).

Sport has been conveyed as a tool for social inclusion of vulnerable groups. While analyzing research articles, the evidence showed that vulnerable groups are not homogeneous with their own special characteristics, sport programs and activities can fulfil social function and aims at solving some problems of vulnerable groups for social exclusion and integration. The evident social exclusion of vulnerable groups problem has formed a part of the Social Science and Sport research agenda in the past few years. Many articles in the national and international environment are related to sport as a path or tool for the social inclusion of vulnerable groups or those that at least traditionally have been at the verge of normalized sport participation.

In addition, there are already numerous efforts to understand sport, the logic or the context in which such activities can be developed for specific at-risk groups such as women, ethnic minorities, prisoners, substance abusers, the homeless or immigrants among others (Fernandez-

Gavira, Huete-Garcia, Velez-Colon, 2017). It was highlighted in many articles that sports can be referred to a context of political character, comprehensive functions, characteristics and objectives of public policies geared to integration through sport, and it has an inclusive character. Due to sports dynamic character and the possibility of doing sports in open spaces, it is associated with immediate pleasure, sociability and communication as well as possibility to reduce the barrier of social status. Some different peculiarities of communication of children from various vulnerable groups are defined: a lot depends on family members' view and position, family social status and incomes, territory of living, relationships with neighborhood and community, lack of resources to access the practice of certain sports, stagnation of physical activity, the cost of necessary sport equipment, fear to be excluded from a group and cultural background, individual resistance and limitations, overprotection of the family.

Traditionally, sport tends to be considered an activity that in and of itself contributes to the social integration of vulnerable groups. Yet, sport does not necessarily carry inclusivity as a result. Sport must be carried out with an explicit commitment to obtain integration, materializing the commitment in a comprehensive intervention model with a specific methodology. Just as sport in and of itself does not guarantee social integration among individuals, neither does the same model of intervention work for all. To consider people in vulnerable situations as one homogeneous group upon which the development of an effective single model of intervention to promote inclusion through sport would be the same error as thinking sport single handedly guarantees social inclusion.

### 2.2.1 Children from low socio-economic background and children with high risk of abandoning school for economic reasons

According to researchers (De Janvry, et. all, 2006) there are five main aspects of household's decisions regarding child's enrollment to work:

- School and work are not incompatible, and consequently do not necessarily compete for time,
- A child's contemporaneous utility for school enrolment can be positive or negative,
- There is a school re-entry cost if the child was not enrolled in the previous period,
- A conditional transfer acts as a price effect on the cost of schooling,
- Income shocks affect both school and work decisions, and these responses vary across children according to their household income, utility for school, potential wage, and net cost of school.

Apart from that reasons mentioned, migration involves the migrants as well as other members of the household who are left behind and a lot of analyses has been done considering the role of social, economic and political institutions in the parents' decisions and in shaping the impacts on children (Cortes, 2008).

### 2.2.2 The Roma as an excluded group in Europe

Roma minorities are identified as the group most vulnerable to discrimination in the EU member states. They can be described as an excluded group, often 'shut out' of the mainstream, placing themselves 'on the edge' of society, living apart from, and not to interacting with mainstream

sedentary society. The common characteristics of the Romany are a shared culture and a dialect of north Indian origin, which many scholars trace to peoples who left India over a thousand years ago and travelled through Europe in small military and family groups, some via Egypt, hence the derivative 'Gypsies'. The use of the term "Gypsies" is often considered derogatory, especially in Europe (Szum & CIEŒELIŒSKI, 2013). However in literature this term is still often in use. There are more than 1100 groups around the world who form part of a Romani population of a least 12 million (McCaffery, 2009). After WWII the governments of both the Eastern Block and the democratic countries aimed at transforming Roma groups into a settled community who lead a lifestyle similar to the majority of indigenous European societies (Szum & CIEŒELIŒSKI, 2013). A nomadic lifestyle rarely facilitates access to organised educational provision and hence severely impacts on literacy and levels of educational attainment.

#### *Sport practice:*

The sport was most popular in Roma communities at the beginning of the 20 c. For centuries the Roma competed and challenged each other in sports involving throwing objects of all kind. Most often it was knife-throwing. Equally often they threw an axe or a hatchet, or several such objects. A little different was horseshoe-throwing (Szum & CIEŒELIŒSKI, 2013).

Among numerous Roma games, one can encounter both team and individual games. Among them there are sports for adults and children. The games and fun can be divide depending on the sex, because there are games specific for men and women, or they are attributed roles in the games. However, many Roma games have no age or sex limitations.

In the games and fun of the adult Roma also the children take part. They participate in the social life of the community from early childhood. The interactions with the adults allow them to naturally enter the adult world. Thanks to joint participation in the games and fun they can learn how to correctly perform social roles (CIEŒELIŒSKI, 2013).

The Roma physical activity manifested in the form of games and fun – is vital for the strengthening of social bonds and shaping new ones. The games, being an expression of the organization of the social life, provide the Roma with the conditions to shape their ethnic identity and strengthen the sense of community. Nevertheless, the element of competition that can be found in the games and fun, releases solidarity-building behaviour. Moreover, the joint physical activity, being an integrating factor, initiates and intensifies social interactions, and is conducive to the development of interpersonal relations.

### 2.2.3 Refugees

Refugees are people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country. They often have had to flee with little more than the clothes on their back, leaving behind homes, possessions, jobs and loved ones.

Refugees are defined and protected in international law. The 1951 Refugee Convention is a key legal document and defines a refugee as:

*"someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion."* (<https://www.unhcr.org/refugees.html>).

#### *Sport practise:*

Sport events can establish interpersonal friendships and play a role in the creation of inclusive social identities by creating 'moments of togetherness' for members of disparate ethnic groups, sport-related projects could be expected to be effective tools for trauma-relief among people influenced by disasters, civil war or unrest (Ha & Lyras, 2013). In over 20 countries, hundreds of thousands refugee youth have engaged in sport programs implemented by Right to Play (Right to Play Annual Report, 2011, cited by & Lyras, 2013). In a 2010 evaluation assessment, 84% of children in Liberia were able to know how to solve a peer-related conflict peacefully. Similarly, teachers in Pakistan incorporating Right to Play's programs in their schools reported a decrease in peer-to-peer school violence.

Given the fact that resettlement of refugees to a new society is a rapidly increasing phenomenon around the world, it is important for stakeholders involved in the Sport for Development and Peace (SFDP) movement to extend their programs to refugee children and youth in a new society (Ha & Lyras, 2013). Youth in a new society, who are a relatively marginalised population of the SFDP movement, are more likely to experience difficulties during the process of adaptation to a new society when compared to general immigrants due to cultural differences (language, lifestyles, values), and traumatic life events (as almost all refugees have survived traumatic life experiences, including oppression, war or civil conflicts in their native countries, their experiences are often characterised by trauma, persecution, displacement, loss, and grief (Olliff, 2008, cited by Ha & Lyras, 2013), they experienced before moving (political conflict, exposure to war-related violence, deprivation). In order for the stakeholders of the SFDP movement to better understand refugee youth in a new society, refugees' acculturation process should be conveyed clearly SFDP programs, such as reducing aggressive and violent behaviours and healing psychological problems (post-traumatic stress disorders, depression, anxiety) (Ha & Lyras, 2013).

In terms of benefits, sport participation with people in a mainstream society was found to be helpful in the development of language skills.

In addition, pursuing fun and improving physical health and psychological well-being were the main benefits. Lastly, newcomers' participation in sport also led to the accumulation of the following two types of social capital: bridging; and bonding social capital (Ha & Lyras, 2013).

Sport programs in schools at refugee camps result in the following positive outcomes; (a) the rise of school attendance rates; (b) reducing aggressive and violent behaviours; (c) improving educational levels; and (d) healing psychological problems associated with war and conflict (Ha & Lyras, 2013). In summarizing refugees move to a new society based on involuntary motives and, contrary to native people, there is no established territory or culture to support refugees in a host society. If it is assumed that acculturation is stressful, and if there is undesired and unsupported change, refugees may experience more challenges than any other persons undergoing acculturation: academic difficulties, language acquisition, social isolation and alienation, social adjustment with peers, negative peer pressure, cultural misunderstanding and adjustment to a new educational system. Given that it is well recognised that sport can serve as a "good medicine" for refugee youth.

SFDP programs for refugee youth should be developed and implemented by considering a variety of individual factors affecting their acculturation process, such as age at the time of migration and current age, gender, educational experience and length of stay in a host society. Assessing these various individual factors can help to identify individual

differences of refugee, which in turn provide refugee with appropriate sport and physical activities to meet their particular needs and desires (Ha & Lyras, 2013)

### **2.3 Immigrants and Ethnic minorities**

A lot of research has been done, how migration affects psycho-social status of children, while living apart from one parent family or both, usually it develops him/her as a labour migrant as well. The research found that children of migrant parents are under protected or inadequately supervised, resulting in them being exposed to harmful consequences: Assuming adult-like responsibilities prematurely such as managing large amounts of money that their parents send or looking after younger siblings becomes a way of life for some. School work has also been found to be affected, possibly as a result of the emotional turmoil accompanying the separation or for some, they adopt a 'waiting to migrate' mentality and therefore lose focus on their schoolwork (Cortes, 2007).

*Global Report on Migration and Children* states that migration by itself cannot guarantee the realization of children's rights to protection, quality education, parents' guidance, and full participation in society. Migration provides means to overcome financial constraints, and puts in contact different cultures and knowledge, enriching in many ways the sending regions. But it is important to bear in mind that development and the equalization of rights must be pushed for by political cooperative interventions of governments, international organizations and migrants.

According to the literature, immigrants tend to practice sport in search for social relations (Fernández-Gavira et.al., 2017). For this reason, it is imperative to understand sport in this group as an instrument for communication and living among others. The literature points out that for immigrants sport represents an escape from the everyday life, an opportunity to interact with others, reaffirm their identity and share free time with family. Immigrants see the practice of sport as an informal activity, not subject to strict institutionalized norms. It is precisely this characteristic that could act as the principle barrier within the society in which they live, who have a different way of practicing sport, leading on occasion to exclusion or rejection. Along with this, the literature suggest that sport practiced among immigrants should not be clustered. The geographic origin of the individual, gender, and socio-economic status of the individual must also be considered (Fernández-Gavira et.al., 2017). Within the social context in which the sport practice of immigrants develops, the principle barriers are associated with the establishment of social programs that not always adapt to the needs and characteristics of the immigrant resulting in a type of colonization of sport (Fernández-Gavira et.al., 2017). In this light, the literature offers cases where sport programs geared towards immigrant populations are far from fostering integration, resulting in segregation and marginalization. The literature suggests that sport, in and of itself, does not change social exclusion problems or culture, although it aids the processes of exclusion, and reverses the direction of the same, being sport more of a tool than an end. (Fernández-Gavira et.al., 2017). Therefore, the content of the programs should stay away from sport as a career or the competitive version. Initiatives in this matter should be oriented to improve sport skills in these individuals and their network, friendships and contacts inside and outside the group, while trying to improve prejudices, stereotypes and cultural barriers (Fernández-Gavira et.al., 2017). In respect to procedures, the data highlights the importance for social intervention programs to have



a participation process by which the athletes themselves can form part in decisions, thus avoiding the approach of sports performance with a biased and ethnocentric character (Fernández-Gavira et.al., 2017).

### 2.3.1 Children from foster home (Residential childcare community)

The foster care system provides a safe environment for children who are not safe with their parent or guardian. Although designed to protect children, involvement in the foster care system may create additional trauma for the child due to the ambiguous nature of removal from their family of origin and multiple moves or displacements (Richardson et.al., 2018). The majority of children entering foster care have experienced multiple traumas, which may include physical and emotional abuse and neglect from their family of origin as well as the traumatic experience of being removed from their home. Many of these experiences lead to lifelong emotional consequences and poor outcomes including posttraumatic stress disorder, poverty, crime, addiction, and mental health problems to name a few (Richardson et.al., 2018.). Children who are in foster care experience significant changes to their ecological system (Farineau, 2016, cited by Richardson et.al., 2018), and if other displacements occur, their ecological systems continue to change and complicate. Youth in foster care have many different experiences related to their placement stability in that placements within the child welfare system may be temporary, long term, or even permanent (i.e., adoption).

Children involved in the child welfare system are at high risk for mental health problems. A study using National Survey of Child and Adolescent Well-Being (NSCAW) data found that almost one half of all children between age 2 and 14 with completed child welfare investigations demonstrated clinical levels of emotional and behavioral concerns (Fusco & Cahalane, 2015).

#### *Sport practice*

It is well established that regular physical activity (PA) is important for health and development, and there is a large body of evidence that suggests it can be both a protective factor and potential intervention for a number of physical and psychological conditions (Elbe et al., 2019, cited by Green et.al., 2021). Regular PA engagement also offers an opportunity to foster an improved sense of self, to build assertiveness, increase resilience and coping skills, provide a sense of stability or consistency, and can assist in the development and maintenance of social networks.

## **2.4 CONCLUSION**

Vulnerable groups are not homogeneous and each one presents its peculiarities which should be considered at the time of intervention. To work with groups at-risk of exclusion, the model of intervention should be chosen comprehensively and must adapt to the characteristics of the group as well as to the objectives of the organization or person promoting the intervention. Reasons that motivate or limit the different vulnerable groups to practice sport are common among the groups. For example, immigrant's interest in practicing sport is motivated by creating community relationships since this is one of the most important needs in their process of acculturation. It is

necessary to adapt sport policies to the appropriate needs of the groups as expressed by the group (Fernández-Gavira et al., 2017)

Education and the ability to read and write may no longer be as necessary to gain access to knowledge beyond the boundaries of the immediate community. The tension between mainstream education and minority self-determination and cultural survival is not easily resolved. Educationalists should be aware of the successes and failures of settlement resulting from coercion or encouragement through education.

Refugee youth in the resettlement process represent a relatively marginalised population of the SFDP (Sport for Development and Peace) programs. Given that the movement of refugee youth is strongly associated with the acculturation framework, future SFDP programs and initiatives need to thoroughly consider the acculturation process within the programs and interventions. Furthermore, a variety of factors (individual factors, cultural distance between the origin society and the settlement society), influencing their resettlement to a new society should be incorporated in SFDP programs.

Global Report on Migration and Children states that migration by itself cannot guarantee the realization of children's rights to protection, quality education, parents' guidance, and full participation in society. It is important to bear in mind that development and the equalization of rights must be pushed for by political cooperative interventions of governments, international organizations and migrants.

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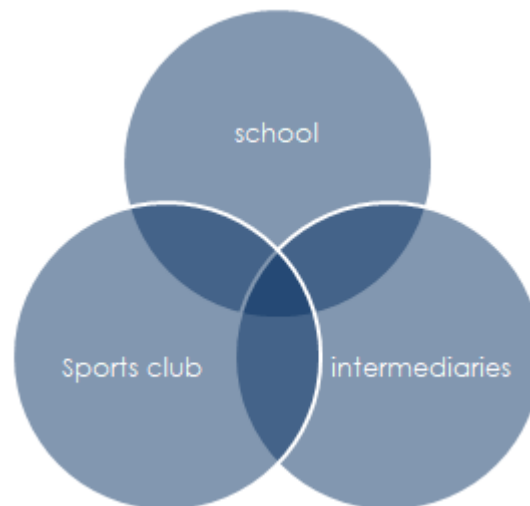
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### 3 Module 3 – Cooperation with schools

*Developed by Zavod APGA*

General Objective of the module	The purpose of this training module is to provide resources, such as non-formal activities addressed to Intermediaries organization that work with children from vulnerable social groups. The content of the module deals with inclusion, management, sports value and bureaucracy of schools
Expected Results	<p>To be able to foster cooperation between schools and community-based organizations (including sport clubs) for the promotion of the social inclusion of school children from vulnerable groups through sport.</p> <p>Goals: to create ideas of activities, programs and projects between IMOs and school</p> <p>Understanding the structure of school system and their sport programs in the country/city</p> <p>Awareness of importance of individuals is recognized and used</p> <p>Commitment of involved organization to education through sport</p> <p>Have first concepts or ideas how to implement sport programs.</p>
Keywords	vulnerability, intermediaries, physical activity, social responsibility, inclusive sport, school, sport club

### 3.1 Role of stakeholders relevant to KINESIS project



#### 3.1.1 Schools

Schools are central institutions where all children (and their parents) are present and thus present ideal venue for presenting, promoting and involving youngsters into sport programs.

We can include different schools: primary, secondary, faculties, schools for children with special needs. In schools we need to find a person who is interested and of course also contact the principals. Both are necessary for the start of a project. A lot of children in school are still not involved in any extracurricular programs, many of them are not physically active enough. The PE teachers though they “know” pupils, they do not know their economics. School can also support clubs with facilities or needed sport equipment.

#### 3.1.2 NGO's

NGO Organizations which are independent of government involvement are known as non-governmental organizations or non-government organizations. NGOs are a subgroup of organizations founded by citizens, which include clubs and associations that provide services to their members and others. NGOs are usually nonprofit organizations, and many of them are active in humanitarianism or the social sciences. Surveys indicate that NGOs have a high degree of public trust, which can make them a useful proxy for the concerns of society and stakeholders. According to NGO.org (the non-governmental organizations associated with the United Nations), an NGO is any non-profit, voluntary citizens' group which is organized on a local, national or international level ... task-oriented and driven by people with a common interest, NGOs perform a variety of service and humanitarian functions, bring citizen concerns to Governments, advocate and monitor policies and encourage political participation through provision of information. NGOs may be classified by their orientation and level of operation.

#### 3.1.3 *Orientation of NGO's*

- *Charities*: Often a top-down effort, with little participation or input from beneficiaries, they include NGOs directed at meeting the needs of disadvantaged people and groups.

- *Service*: Includes NGOs which provide healthcare (including family planning) and education.
- *Participation*: Self-help projects with local involvement in the form of money, tools, land, materials, or labor
- *Empowerment*: Aim to help poor people to understand the social, political and economic factors affecting their lives, and to increase awareness of their power to control their lives. With maximum involvement by the beneficiaries, the NGOs are facilitators.

#### 3.1.4 *Level of cooperation*

- Community-based organizations (CBOs) are popular initiatives which can raise the consciousness of the urban poor, helping them understand their right to services, and providing such services.
- City-wide organizations include chambers of commerce and industry, coalitions of business, ethnic or educational groups, and community organizations.
- State NGOs include state-level organizations, associations, and groups. Some state NGOs are guided by national and international NGOs.
- National NGOs include national organizations such as YMCAs and YWCAs, professional associations, and similar groups. Some have state or city branches, and assist local NGOs.
- International NGOs range from secular agencies, such as Save the Children, to religious groups. They may fund local NGOs, institutions and projects, and implement projects.

#### 3.1.5 Sport clubs

Sport clubs are important stakeholder providing diverse scope of physical activity programs and sport suitable for youth, and giving them also opportunity for affirmation.

- Tasks of sports associations also include cooperation:
  - With sports clubs
  - with the local community,
  - with schools
  - with businesses
  - with national institutions in the field of sports
  - with local and national government
  - with other stakeholders in the field of sport

#### 3.1.6 Intermediaries

An intermediary is someone who acts as a go-between or a mediator between two other stakeholders.

In a community school system, the intermediary entity is an organization or network of organizations that leads the planning, coordination, and management.

*Intermediaries can be:*

- school districts,
- nonprofit organizations,
- community planning councils,

- higher education institutions,
- local education funds,
- local government,
- umbrella organizations
- public institutions
- companies and other financial supporters

### **3.2 Inclusive sports**

Due to demographic diversity and different views of the world, there is a growing need to think about how to integrate and manage such differences in sports organizations as well. While diversity and inclusion go hand in hand, organizational strategies that recognize diversity and seek to promote, create and maintain inclusion, often regulated by law or emphasized through policies or examples of good practice, can affect employee attitudes, group processes and the effectiveness of organizations. Diversity as well as inclusion must be present for the success of organizations, groups and people, and the active recognition and acceptance of diversity is the right of all.

Inclusive organizations are organizations that strive not to exclude anyone and to offer each member equal opportunities. Their main goals are to develop a society in which everyone is treated equally.

Inclusive organizations are created not only by proclaiming their mission, but also by realizing this mission and developing it appropriately.

The following are a number of basic practices that can help ensure diversity within an organization:

- Early community involvement - make sure people from different backgrounds are involved in the process early on;
- Building trust - try to understand the situation in which people from different backgrounds find themselves, especially if they have just settled in and become involved properly. Be clear about expectations and roles. Avoid symbols and build relationships.
- Recognize diversity within communities - differences exist between different communities and also within groups. Take the time to understand the community and offer them a range of targeted programs and activities.
- Take your time - find out who the community leaders are and build trustworthy relationships. This may take some time.
- Build your capacities - support the club / association members and volunteers. Identify advocates of inclusion and provide training as needed.
- Avoid excessive consultation - plan well and connect with others who may also be working in the community interest. Seek advice from specific stakeholders and communities.
- Language problems - consider the need to translate written, electronic and verbal information. Think about the best ways to communicate.
- Make sure you are prepared - consider partnering with multicultural organizations and take part in existing programs and activities.
- Familiarize yourself with barriers to inclusion - find out about potential barriers to the inclusion of people from different backgrounds, such as playing on religious occasions,

- alcohol, uniforms, clothing.
- Show respect - understand what stage of the accommodation process people are at and get involved accordingly. Recognize community protocols, beliefs, and practices. Avoid stereotypes. Be honest.

### 3.3 Inclusion for Vulnerable Children

Social inclusion is the process by which efforts are made to ensure that everyone, regardless of their experiences and circumstances, can achieve their potential in life. Besides the poverty that is at the core of social exclusion, there are other factors which also impact on the social exclusion of different groups such as class, gender, ethnicity, disability, location (rural or urban). Social exclusion describes the process that leads to individuals or groups being excluded from normal exchanges, practices and rights of modern society and, therefore, full participation in that society. Involving organizations must ensure: open thinking, accessibility (mental and physical), awareness of the limits / limitations when someone suffers from injuries, active participation during training hours, must not allow exclusion and discrimination.

These organizations face the following challenges:

- ensuring that everyone in the organization feels comfortable,
- formulating a policy that suits all members,
- ensuring that everyone is open enough to implement an inclusive policy.
- Increasing the value of the sport

#### 3.3.1 Intermediaries' requirements for inclusive sport

Basic requirements and steps of intermediary team to start an action of cooperation are:

Step 1: Motivation and empathy.

Step 2: Basic education is required and later various licensing seminars. Operators need to have knowledge and skills to be able to work with youth in sport programs.

Step 3: Find a suitable working condition. Using school or other community facilities.

Step 4: Involve different stakeholders, supporters, e.g:

- at the Faculty of Sports
- Sport Association, Olympic Committee
- at the Ministry of Education and Sports
- other public institutions
- private sector (businesses)

Step 5: Motivate children and youth, with internal and external motives - badges, diplomas.

Step 6: Find financial resources:

- community funds.
- European Structural Funds
- umbrella sport association



Maslow's hierarchy of needs



- ministry of education and sport

**Step 7: Form a team**

In the case of training vulnerable groups teamwork is required. Operators need to be selected first and foremost, of course, based on heartiness, and then also based on professionalism.

Working with vulnerable youth demands different experts: e.g. sports pedagogue, special pedagogue, psychologist, but also we need volunteers, administrators, etc.. are needed for general support.

**Step 8: Involve voluntaries**

- search for volunteers among young people: e.g.: free electives offered by schools,
- education for high school students - volunteers.
- search for volunteers among the unemployed
- volunteer - parent
- participation in voluntary campaigns demonstrating performance,
- students who have to do practice
- team building for volunteers

**Step 9: Expand the project**

Try to expand your project into other communities, other clubs, other sports. With that you can gain from others some new ideas, support, maybe even new help. Expanded seminars to other NGOs, start working with intermediaries

**3.4 To manage**

Based on above it is necessary for intermediary team to have some managerial skills and management knowledge.

Management in some form or another is an integral part of living and is essential wherever human efforts are to be undertaken to achieve desired objectives. The basic ingredients of management are always at play, whether we manage our lives or business.



**3.4.1 Planning**

Planning is future-oriented and determines an organization's direction. It is a rational and systematic way of making decisions today that will affect the future of the intermediary team. It is a kind of organized foresight as well as corrective hindsight. It involves predicting the future as well as attempting to control the events. It involves the ability to foresee the effects of current actions in the long run in the future.

One of the most popular and durable business planning tools is called SWOT analysis. It consists of asking yourself:



- What are my Strengths, as a person and as a business?
- What are my Weaknesses?
- What Opportunities do I see on the horizon?
- What Threats could seriously harm my business?



### 3.4.2 Organizing

Organizing requires a formal structure of authority and the direction and flow of such authority through which work subdivisions are defined, arranged and coordinated so that each part relates to the other part in a united and coherent manner so as to attain the prescribed objectives.

It follows, therefore, that the function of organizing is concerned with:









- Identifying the tasks that must be performed and grouping them whenever necessary
- Assigning these tasks to the personnel while defining their authority and responsibility.
- Delegating this authority to these team members
- Establishing a relationship between authority and responsibility
- Coordinating these activities

### 3.4.3 Staffing

Staffing is the function of forming a working team. It involves the training, developing, compensating and evaluating team members with proper incentives and motivations. Since the human element is the most vital factor in the process of management, it is important to recruit the right persons.

Teamwork is very important in all projects. Here we present you one of practical uses of theory in teamwork. A Belbin's team work.

Dr Belbin identified nine team roles, which he categorized into three groups: Action Oriented, People Oriented and Thought Oriented. Each of the nine Belbin team roles is associated with typical behavioral and interpersonal strengths.

	<b>Belbin Role Strengths</b>	<b>Allowable Weaknesses</b>
	<b>Plant:</b> Creative, imaginative, unorthodox. Solves difficult problems	Ignores incidentals. Too pre-occupied to communicate effectively.
	<b>Resource Investigator:</b> Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed
	<b>Coordinator:</b> Mature, confident, a good chairperson. Clarifies goals promotes decision-making, delegates well.	Can be seen as manipulative. Offloads personal work
	<b>Shaper:</b> Dynamic, challenging, thrives on pressure. The drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings
	<b>Monitor Evaluator:</b> Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others
	<b>Teamworker:</b> Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction and conflict.	Indecisive in crunch situations
	<b>Implementer:</b> Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
	<b>Completer Finisher:</b> Painsstaking conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate
	<b>Specialist:</b> Single-minded, self starting, dedicated. Provides knowledge and skills in rare supply	Contributes on only a narrow front. Dwells on technicalities

#### 3.4.4 Directing

The directing function is concerned with leadership, communication, motivation, and supervision so that the employees perform their activities in the most efficient manner possible, in order to achieve the desired goals.

The leadership element involves issuing of instructions and guiding the subordinates about procedures and methods.

The communication must be open both ways so that the information can be passed on to the subordinates and the feedback received from them.

Motivation is very important since highly motivated people show excellent performance with less direction from superiors.

#### 3.4.5 Controlling

The function of control consists of those activities that are undertaken to ensure that the events do not deviate from the pre-arranged plans. The activities consist of establishing standards for work performance, measuring performance and comparing it to these set standards and taking corrective actions as and when needed, to correct any deviations.

#### 3.4.6 Managerial Skills

A skill is an acquired and learned ability to translate knowledge into performance. It is the competency that allows for performance to be superior in the field in which the worker has the required skill. All managers need to possess technical, interpersonal,

conceptual, diagnostic, communicational and political skills. While technical and diagnostic skills refer to the knowledge and ability of understanding the processes involved and scientifically analyzing problems and opportunities, all other skills deal with people in one form or the other.

### 3.4.7 Strategic Leadership

Managers should ask themselves whether they are a strategic leader, one who can communicate clearly and is passionate about other people.

Furthermore, strategic leadership is all about innovation, objectivity, ideas, and working towards helping each other realize their aims and goals.

A collaborative approach will go a long way to enhance your company's transparency. If your intentions are genuine, your team won't hesitate to collaborate with you.

You can do this by developing small projects and assigning roles to the rest of the team. Instead of being the leader, you now play the role of the associate.

Positivity makes even the most complex tasks come to successful completion. A positive team is more productive than a team that is not.

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## 4 Module 4 Needs of organisations and individuals to promote inclusion of vulnerable groups

*Developed by Corporate Games Romania*

General Objective of the module	Acquiring skills for developing social integration through sport
Expected Results	Improving communication with other entities involved in promoting sport to underprivileged students in schools
Keywords	social integration, sport for life, Corporate Social Responsibility, sport-for-development, community, solidarity
Introductory Remarks	<p>Recent research (for example “Cooperation on Sport Market – Reasons and Ways How to Improve It”) shows that even if there is a will of both sport clubs and schools to cooperate, the current levels of cooperation are very low. The importance of the intermediate organizations is significant in order to improve the cooperation level, as these activities are within their set of values and principles that are building the basic values and mission of the organization.</p> <p>The chapter will focus on impact and benefits that the legal entities will experience once they will start acting as intermediate organization, facilitating social inclusion through sport. An action plan is proposed as part of their CSR in general.</p> <p>The chapter information is organized in three parts: CSR, Mission Statement and Recommended Action Plan.</p>

### 4.1 Introduction

Sport activities, by their specific, are a powerful tool for social integration and inclusion. Sport generates individual development (physically, cognitively and emotional) and social transformation by removing cultural or ethnic barriers. In sport it is easier to interact with the others and there are no differences between individuals. Everyone follows the same goal at the same time. Everyone has the resources to succeed.

Engagement in physical activity and in all kinds of sports can also improve cognitive and educational performance of children. Research has found that sports is a means for overcoming discrimination, can build social connections and can attract children to out-of-school educational programs, which can achieve substantial improvements in literacy and numeracy. It can also be quite helpful in dealing with children’s growing aggression and inclination to follow negative social

models. The sports sector can be the messenger for many social values and norms to be taught to the young generation.

In a study published by EPRS in 2018, the strategic importance of sport in social integration is clearly formulated: “Social inclusion is among the EU's top priorities. By bringing people together, building communities and fighting xenophobia and racism, sport has the potential to make an important contribution to the integration of migrants in the EU. The European Commission facilitates the exchange of good practices on the topic, and promotes projects and networks for social inclusion of migrants through the European structural and investment funds and the Erasmus+ program. Such projects include, for example, the European sport inclusion network and Social inclusion and volunteering in sports clubs in Europe.”

This module will provide information about the benefits for organization and individuals from promoting social inclusion of vulnerable groups of children, through sport. In order to foster the cooperation between schools and sport community-based organizations, the involvement of intermediary organizations such as local authorities, companies, even individuals and NGOs becomes very important. These organizations usually have contacts with all the actors and can bring stakeholders in contact and foster cooperation.

## **4.2 Needs of vulnerable people to participate in sports-based programs**

### **4.2.1 Barriers in participating**

Many studies have stated that identifying the needs of vulnerable people is necessary prior to developing an intervention, such as a sports-based program. In this way, interventions can be targeted for the specific group it is designed for and be more effective.

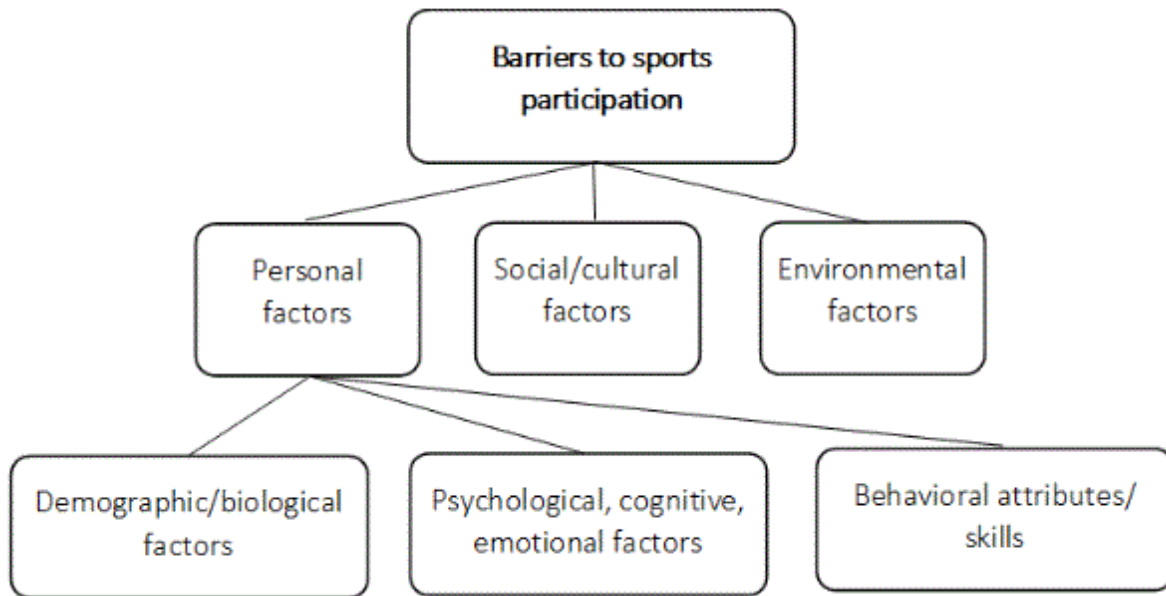
Research on people with physical disabilities showed that health and the disability itself were personal barriers for physical activity, whereas lack of facilities, high costs, lack of information, transport, and difficulties with accessibility were mentioned as environmental barriers.

Social barriers included unfriendly environments, negative attitudes and behavior of persons without disabilities (including professionals), and lack of support from friends and family.

Barriers to physical activity for people with a low-income include illness or disability, lack of money, low awareness.



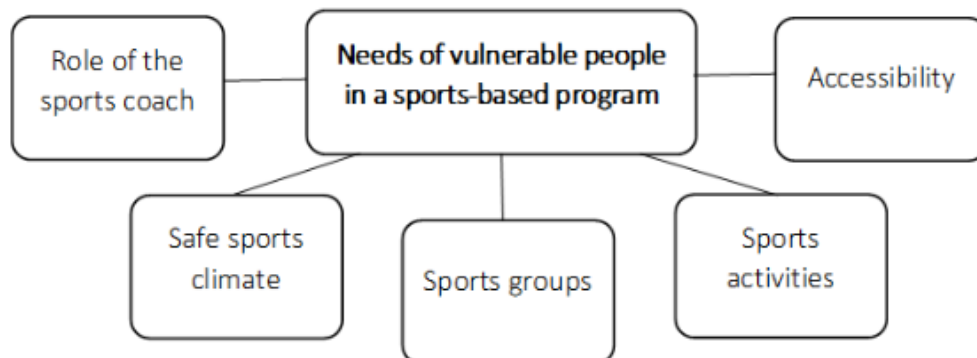




#### 4.2.2 Tackling barriers for sport participation

Factors that are important in promoting physical activity among different vulnerable populations:

- good communication via multiple platforms, financial reimbursement, and
- convenience strategies (e.g., transportation and flexible scheduling) are important for ethnic minority groups, low-income populations, and people with disabilities.
- regarding people with learning disabilities, good communication, including information about the benefits of physical activity, could facilitate engagement in physical activity;
- providing a safe and supportive environment to the participants is very important for socially vulnerable youth
- a positive, supportive coach also plays an important role in ethnic minority groups with disabilities, suggesting that coaches can increase awareness on where and how to exercise and provide individually tailored suggestions
- sports sessions should focus on low-level activities (in terms of skills and fitness),
- fun and joy. The focus on joy is important since a competitive element in sport often leads to different forms of exclusion



### **4.3 Sport clubs and schools working together**

Schools and clubs must work together to bridge the gap between school experiences and community club programs. Working together ensures kids have access to high quality sport programs and facilities. As well as providing expertise in a particular activity, clubs provide a framework for young people to continue participating in sport beyond their school years.

#### **4.3.1 How can sport clubs enhance school programs?**

Clubs can be of great assistance to teachers in providing resources and information on particular activities and issues, including:

- Providing coaching as part of an come-and-try program at the school.
- Providing advice on how to modify activities for different ages and abilities. Certain sport clubs could provide assistance in working with physically challenged kids.
- Providing practical demonstrations to advise teachers about how to conduct social integration through sport activities.
- Providing assistance to organize sport and social events and training programs.
- Sharing the use of sport facilities.
- Talking to students about neighboring sporting opportunities.

#### **4.3.2 What can schools do?**

Schools play an important role in giving students the basic skills and confidence needed to explore community-based sport and recreation options. They can also play an active role in encouraging students to join sport and physical activities

- Discuss with clubs, internally or with parents about how schools and community sporting clubs can work together to improve sporting opportunities for young people in the area.
- Encourage community sporting organizations to use school facilities so that facilities are used efficiently and students can participate in a familiar environment.
- Consider engaging an athlete to speak at school presentations, ensuring their message and delivery is appropriate to the audience, aligned with school values and promoting sport values for all.
- In many locations there are insufficient sports grounds and facilities to meet the demand of sporting clubs. However, many schools have extensive grounds and buildings ideally suited for community-based sport, which are often underutilized outside of school hours. Community-based sport programs can increase the usage of school facilities outside of school hours.
- Offer opportunities to encourage community involvement and increase participation at sport clubs through events and initiatives involving school kids and families, thus creating a social inclusion frame for disadvantaged groups.



## **4.4 Mission statement intermediary organizations**

### **4.4.1 Main needs of organisations promoting inclusion of vulnerable groups**

- Capacity building & support from public and private sector
  - Working together with the public sector and sport federations so that projects can be sustainable. Raise funds from the state and sport federations, but also from private companies (CSR).
- Space and sport facilities and schools
  - Free access to sport facilities for organizations working with vulnerable groups.
- Fighting discrimination in schools & understanding exclusion Vulnerable groups are confronted with various forms of discrimination (racism, exclusion,) in schools, either by teachers or other students. Respect and an understanding of the cultural background(s) of vulnerable groups are needed.
- Education programmes and information about sport offers
  - Vulnerable groups need to get access to information and be actively informed about sport offers. Teachers and coaches often have a lack of knowledge and skills how to work with vulnerable groups.
- Independence from the commitment of individuals Even if persons with high motivation for the topic drops out, continuation must be guaranteed through a coherent organization.
- Cooperation
  - Several stakeholders are needed to cooperate in working with vulnerable groups (sport clubs, schools, public sector, NGOs...)

## **4.5 Public administration as intermediary organization**

The public authorities (local and central) play an important role in fostering the cooperation between schools and sport community-based organizations, as they represent the interest of local people and their main interest is to serve the local community in such a way that they get reelected.

Key features of subject-object area of public administration in the field of sports include the autonomy of sports, competitiveness in sports, the diversity of the parties in sports, the diversity of subjects of sports administration, the trend in the development of public relations in the sphere of sports, as well as combating of any form of violence in sports.

As usual, four types of management in the field of sport are distinguished:

- public administration in sport.
- self-management (autonomous management) in sport.
- private (commercial corporate) management in sport.
- management implemented in the field of sport by non-institutionalized participants of sporting relations.

Public administration in sport cannot exist without cooperation with other types of sport management described above. Public administration authorities have to involve various non-commercial organizations and business sector (suppliers of goods and services, etc.) to the field of sport.

## **4.6 Non-Governmental Organizations as intermediary organizations**

The other sector of intermediate organization that we decided to include in this part of the training are the representatives of the civil society, namely NGO's.

Civil society refers to the arena in which people come together to take collective action around shared interests. Civil society includes networks, non-profit organizations and other registered communities. The Governments' policy for civil society provides opportunities to create organizations, receive state aid and encourage people to become involved and conduct activities. Sports policy forms a specific part of the policy for civil society.

According to the recent report entitled "Shared Goals Through Sport", the main shared goals between the private sector and NGOs in sport and development are:

- Contributing to peaceful, well-governed and secure societies, and stable operating environments.
- Encouraging healthy, active populations and reducing rates of disease.
- Strengthening local communities.
- Sharing values that underpin economically and socially successful societies.
- Empowering marginalized groups and reducing inequality.

## **4.7 Companies as intermediary organizations**

### **4.7.1 What is CSR?**

Corporate Social Responsibility is a management concept whereby companies integrate social and environmental concerns in their business operations and interactions with their stakeholders. Falling under the umbrella of Corporate Social Responsibility (CSR), actions and programs to resolve these problems are defined by the voluntary integration of social and environmental concerns into a business's practices (Prieto-Carron, Lund-Thomsen, Chan, Muro, & Bhushan, 2006).

Based on this perspective, the organization is considered a social entity and part of society with benefits and obligations. In other words, CSR is the commitment of an organization to improve community well-being through the adoption of appropriate business practices and through contributions of corporate resources.

Consumers want companies to act beyond maximizing profits. Despite the growth of CSR, there is yet no universally accepted definition of the concept among academics. Corporate social responsibility encompasses not only what companies do with their profits, but also how they make them. The roots of CSR lie in corporate philanthropy, where it has step by step evolved into what

it is today. In its early years starting from the 1950's, CSR was simply defined as the responsibilities a business has beyond profit maximization. Corporate Social Responsibility goes beyond philanthropy, addressing how companies manage their economic, social, and environmental impacts. Corporate Social Responsibility aims at guiding companies to do moral, financial, and ethical decisions. CSR plays an important role to companies that are responsible for assessing their wider impact on society.

#### 4.7.2 Three key drivers of implementing CSR were identified:

- The core value systems by which the company feels responsible not only for wealth creation but also for social and environmental good;
- CSR as the key to strategic development of a company;
- Public pressure from key stakeholders: consumers, media, government, public bodies, demanding companies to be more socially responsible.

Given rising obesity issues and weight-related diabetes, especially among young people across the EU, sport related CSR is likely to be highly valued by all of the stakeholders.

At the same time, companies can mobilize resources to be invested through sport to meet its social responsibilities. Smith and Westerbeek (2007) call the intersection between CSR and sport “sport corporate social responsibility” (SCSR). According to their research, sport-based CSR can be pervasive, youth-friendly, health-oriented, socially interactive, environmentally aware, culturally liberating and fun.



#### 4.7.3 Why getting involved?

A properly implemented CSR concept can bring along a variety of competitive advantages, such as enhanced access to capital and markets, increased sales and profits, operational cost savings, improved productivity and quality, efficient human resource base, improved brand image and reputation, enhanced customer loyalty, better decision making and risk management processes. Investing time (volunteers) and money (sponsorship) for the benefit of the cooperation between schools and sport clubs can be one of the best decisions that one company can take. The efficiency of this path to visibility is excellent and the estimated rate of success can be assessed for each participant.

Such collaboration can be achieved if sport-related CSR is theoretically and practically connected with the emerging field of sport-for-development that examines the strategic use of sport as a vehicle to achieve positive social change and sustainable development.

The rapidly increasing attention to CSR in sport provides an embedded hybrid context wherein strategy-making is shaped by multiple stakeholders nested within institutions, systems, and relationships.

4.7.4 The significance of sport as a CSR tool for community development and as a vehicle for deploying CSR programs is based on its unique features:

- mass media distribution and communication power;
- youth appeal;
- medium for delivering positive health impacts;
- social interaction;
- cultural integration;
- promote environmental and sustainability awareness;
- provide immediate gratification.

4.7.5 How can sport and CSR go together

There is increasing pressure on sport organizations' CSR to adopt activities and programs for community. Although long-term benefits have not been clearly identified, there is a great potential for such programs to not only give back to the community, but also to enhance the public image of sport organizations.

Sport is said to bring improved physical and psychological health; co-operating companies can gain intermediate benefits by being involved in sports and thus have an impact on attitudes towards health enhancement and physical condition on a wider scale. Sport can offer a platform for educational initiatives, philanthropic/charitable donations, community development, community initiatives, fan appreciation, health-related initiatives, and community-based environmental programs.

Project focus group studies emphasized that a key to the success of such community initiatives is creating partnerships in which responsibilities are clearly defined. The salience of social partnerships in fostering the value of CSR programs is instrumental for sustainable development. The formation and implementation of such partnerships is related to the attributes and types of CSR programs that can be linked to community development.

4.7.6 Implementation of sport project through CSR can be applied in two ways:

- First, companies and organizations that are not related to sport can use sport as a vehicle to implement their CSR strategy. By doing this, they simultaneously aim to attract customers and other stakeholders through sport to enhance reputation and improve public perception of the brand.
- Secondly, the combination of sport and CSR can be implemented by sport-related organizations themselves (e.g., The Football Association in the UK). They also aim to influence positively on wide area of stakeholders, including sponsors. Sport-related organizations can decide to do sport-based CSR because of benefits such as reputation building, expansion of fan base, positive team image and sponsor attraction.

There are unique features in relation to CSR and sport:

- First, sport is global and sport programs can be implemented effectively around the world. With the help of elite athletes, sport has mass media and communication power that can be exploited.
- Second, sport is appealing to young people both from participating and spectating point of view. As a participant to junior programs, sport can benefit to improved self-esteem, good citizenship, co-operation skills, and encouragement to a physically active lifestyle. From a spectator point of view, professional athletes offer role models for young people to look up to.
- The third reason is improved social interaction. CSR through sport can offer a platform for social integration of disadvantaged groups/persons, minority groups participation and ideally stimulate social cohesion together with fair play.
- Fourth, sport-based CSR is an ideal tool for creating positive health impacts, promoting health awareness and fighting against inactivity.
- Fifth, especially during Olympics, sport-based CSR has been part of promoting environmental and sustainability awareness.
- Sixth, sport can also be seen as understanding and distributing cultural diversities in an interactive and fun way.
- Finally, the seventh unique feature for partnership between sport and CSR is that sport participation provides immediate gratification benefits, fun and satisfaction.

#### **4.8 The action plan**

The plan for presenting the cooperation to the decision makers, in order to get approval for the cooperation is:

- Presenting the benefits (demonstrations, assessment)

First, keep it simple and to the point. Start from the company values and built on those. Assess the current situation using independent views and add your comments and then throw in some ideas that will improve the final big picture.

Try to get tangible and intangible benefits for the company, as the management will also want to see some KPI as a benchmark for the success of the project.

Might also be a great idea to create a Steering Committee with colleagues from other departments that do share your vision of improving the company using sport a CSR tool.

- Creating a budget and justifying the actions (questioning, discussions)

Once you have set up a starting point and you described the final picture, you have to quantify the costs involved to make it happen. Remember that this money can be allocated directly to other projects for helping elderly people, or saving nature etc. You must find actions that should be, at least, at the same level on the emotional and business level. Actions that are included in your plan must be precise, clear described and able to be quantified in money terms.

Once you have created a draft budget, you have to present it to one of your colleagues, as his/her feedback might be extremely valuable. Sometimes Unions can also help, mostly in order to avoid duplication.

- Establishing a calendar for implementation (project, milestones)

Once the action plan is ready and we have one dimension ready (money) it is time to define the second dimension: time! Be rather cautious in setting up milestones, as there are many factors

that can create challenges. Everybody prefer to see a report where we are behind schedule, then apologizing for being late! Milestones are as important as budget limits, as both time and money are very expensive resources.

- Defining how to measure the results (key indicators, reports)

To communicate the progress of the project, we must set up performance indicators (numbers of participants/action, changes in the surveys, visibility of the brand etc). Also, a well-structured reporting system (kick off report, midterm report and final report) should comfort management that the money is well invested and controlled.

## **4.9 How to do it**

### **4.9.1 Use the magic of different kinds of sport**

It is easy to make children fall in love with sport; offer different types of sport to cover a broad range of interests/talents (team- and individual sport; ballgames; combat sports etc.)

### **4.9.2 Strengthen cooperation**

Between school & sport clubs, teachers & trainers, local authorities, sport institutions, social services, organisations in the field: to offer the best infrastructure and sustainable involvement in sports; convincing sport clubs of the benefits if involving all children – and not just the successful ones; active promotion and communication of sport clubs and their offers

### **4.9.3 Social experience & fun instead of competition**

Everyone should be awarded to raise motivation and reduce stress; focus on team spirit and friendships and fun instead of success and competition; all children should be successful and have a positive booster

### **4.9.4 Create a safe and welcoming environment**

Low-threshold access, bringing the offers into the living environment of the targeted groups; creating a non-discriminatory area where groups are not attacked and therefore feel welcome; proactive promotion and communication of values and standards; focus on gender equality and addressing girls in particular

### **4.9.5 Outcomes**

- Cooperation and link to organizations/clubs/schools is established.
- Sport facilities necessary for the implementation of the program become more available to social inclusion activities.
- Development of training programs for physical education teachers and coaches for the social inclusion of children from vulnerable social groups through sport.
- Development of social sports activities between schools - sports clubs and the municipality with the aim of social inclusion of children from vulnerable social groups through sport.
- More information for people from vulnerable social groups on the sports activities of the municipality, schools and sports clubs in which they can participate.

- Increase funding for the organization of sports activities aimed at the social inclusion of people from vulnerable social groups.

Most representatives of sport clubs expressed their general needs, which are:

- better cooperation and networking with other institutions
- coordinating team of stakeholders giving support, sharing experiences, addressing supporters (financial and organizational), etc.
- acquiring knowledge and skills
- financial support
- models of implementation, guidance and instructions
- training: all formats are acceptable, though face-to-face workshops have some advantages (better exchange of knowledge and practices, easy acquiring practical skills etc.)

Other specific needs are tied to:

- Alternative ways of informing and educating individuals and organizations about the social inclusion of people from vulnerable target groups
- Proper and adequate information about the existing sports opportunities and activities
- Develop support schemes and upgrade services within hosting facilities
- Radical suggestions to governments to add more emphasis and value on the needs of vulnerable target groups
- Funding for recruiting translators
- Funding for developing more sport activities
- Direct cooperation between institutions, organizations, schools, club associations and sports clubs

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## 5 Module 5 - Format and Content of Training Programs for Inclusion

*Developed by Irodoros /Action Synergy*

General Objective of the module	Learning how to build a training program for social inclusion in schools; the process and three methods – social constructivism, gamification, theatre techniques
Expected Results	The purpose of this training module is to showcase structural elements of social inclusion courses, and important methodologies to build a training program for social inclusion in schools; the process and three methods – social constructivism, gamification, theatre techniques
Keywords	Social inclusion, social constructivism, gamification, theatre education, structural elements, disadvantaged groups
Introductory Remarks	Inclusion training can go a long way to ensuring that all children feel welcome and valued in a classroom. It can help make the school a school that values everyone's contribution. Pupils are more likely to have equal opportunities based on merit and create an environment that is less likely to be discriminatory. This does not always happen without direct, intentional intervention, and inclusion training is one form of this. In this module, you will learn some techniques that promote social inclusion in the classroom.

### 5.1 Definition and introduction of inclusion programs in schools

Inclusion education refers to training students to work better with others of different abilities, backgrounds, ethnicity, gender, etc. It is often referred to as diversity and inclusion education. It emphasizes inclusion of all types of employees and explains the benefits of this. This may take the form of training to raise awareness about unintentional biases or it may take the form of teaching skills to better interact with others from different backgrounds with different perspectives. The overall goal is to have an inclusive classroom.



The existence of a diverse class is only one part of the big picture. If your students don't work well with each other, you won't reap the benefits of diversity and it won't be sustainable. Here are some tips for implementing diversity and inclusion education:

- Be careful to remain as positive as possible in training. An important criticism of this type of training is that negativity can have the opposite of the intended effect.
- Consider making the training voluntary so that participants do not feel that they are only participating because they must - they are participating because it is beneficial. (Of course, there are pros and cons to this).
- Training for inclusion should not be a one-off. It should be ongoing, with updates for all students and reinforcement over time. It needs to become part of the overall school culture to be effective. Remember that your inclusion training may need to be modified over time to better meet the needs of the individuals receiving it.
- Make sure that teacher behavior is included in training efforts. Best practices should be shaped from the top.

Inclusion training can go a long way to ensuring that all children feel welcome and valued in a classroom. It can help make the school a school that values everyone's contribution. Pupils are more likely to have equal opportunities based on merit and create an environment that is less likely to be discriminatory. This does not always happen without direct, intentional intervention, and inclusion training is one form of this.

## **5.2 Structural elements of training programs for inclusion**

As it is the case with all training courses, their design is very much dependent on the specific target group (the students). The type of diversity that exists among a classroom can differ immensely. Teachers might need to promote the inclusion of children of different cultural backgrounds, children with disabilities, or even gender inclusion in classes where there is a type of "segregation" between boys and girls.

Therefore, as there are many ways to promote inclusion, and many factors that need to be considered when designing a training program for inclusion, there is not one "correct" way of doing so. Instead, a teacher will need to make sure that certain structural elements of these inclusion training programs are maintained and considered. These structural elements are the following:

What are the structural elements of a successful session for social inclusion?

- Creating a safe, comfortable space for everyone
- Rules of conduct – respect for each other is the most important element!
- Clear instructions
- Create roles so that everyone participates
- Plenty of time devoted to get to know each other, and for working together
- Debriefing, making sure everyone participated and that all students are in a healthy state of mind

### 5.3 Social inclusion as a process of participation and connection

Though social inclusion sometimes seems to be an individual process (individual activation), improving social inclusion is mostly a process of meeting others and developing new social interactions (Verte, De Witte & De Donder 2007).

One way of looking at participation is to consider both the right to participate and the level of involvement or participation in participation; these two perspectives are related to functioning in a context and have conceptual roots in sociology and developmental psychology respectively. The sociological root focuses on availability and access to everyday activities, while participation is described as the frequency of attending the same activities with others. Participation based on the psychological perspective, focuses on whether the environment is adapted and accepted by the child, while describing the intensity of participation or involvement in an activity. A viable way of assessing a child's involvement in his or her environment is to measure either the frequency of participation or the intensity of involvement in a life situation. Participation in an activity can therefore be considered from two perspectives: the individual perspective, and the society perspective.



## 5.4 Methodologies to consider in social inclusion trainings

### 5.4.1 Gamification

Gamification posits including game elements to learning experiences (such as points, teams, objectives, rewards, competition, etc.).

The benefits of introducing gamification to educational programs are numerous, from increasing the psychological state “flow” during which people are more creative and productive (Hamari & Koivisto, 2014), to increased engagement and retention of information (Lieberoth, 2015).

The first task in understanding the concept of gamification, functions, types, and tools of this method is to recognize that the term 'gamification' is not the same as the term 'gaming'. Gamification is "the use of game design elements in non-game contexts", which means that it is not only related to entertainment. Gamification can be used in education, scientific exploration, etc.

The goals of gamification focus on productive outcomes, while games do not share these goals. Game-based learning involves games in the learning process, whereas gamification turns the learning process into a game.

It is important to stress that gamification should not be exclusively linked to digital technology, as it can be applied in other ways than digital media. Non-digital methods are widely applied in education, business, and marketing, as these sectors are largely responsible for pioneering game-based gamification methods.



### 5.4.2 Theatre techniques

To transfer knowledge while encouraging social inclusion, several elements are necessary, such as increasing empathy, and raising awareness.

For this goal, an experiential method such as theatre techniques is ideal.

By creating a synthesis of entertainment and information, theatre techniques boost learning and enhance learning of subjects such as social inclusion and intercultural learning (Adler, 2006).

The ability of theatre to have a social or moral "impact" on young audiences is one of the main rewards of involvement in the arts. The belief is that the moral or social messages of theatre can have a direct positive impact on young students' minds and their relationship with the world. Such beliefs suggest that the primary goal of attending a performance or play is to discover and interpret meaning in the form of social or moral content.

In this respect, theatre can be seen as a particularly appropriate tool for identifying and addressing the needs, problems and desires of young learners and creating sensitive living scenes where they can see themselves mirrored while, at the same time, performing.

Drama techniques are very important in supporting the learning process because theatre provides people, particularly young people attending high school, with the opportunity to access their own experiences or sensitive issues in a safe and creative way. Theatre is also a process that requires collegiality and understanding between participants. Through this collegiality, differences and contrasts between different students are mitigated and mutual understanding is increased through identification and empathy.

#### 5.4.3 *Theatre/drama techniques in teaching have the following advantages:*

- They spark imagination - Creating new ideas, updating old ideas, and interpreting them into something new requires creative energy and imagination.



- Create focus - Reading scripts and plays and practicing and interpreting them requires concentration and focus, which carries over into all other areas of life, including school and sports.
- Improve memory - To play a role, you need to know your lines. The process of learning the words and movements for the scene increases our ability to strengthen and use our "memory muscles".
- Strengthen communication skills - Working with others increases both verbal and non-verbal communication. When working on a project or performance, you learn to articulate and use your voice wisely, as well as listen and observe.
- Develop empathy - Every time you play a role, you are, in a sense, putting yourself in someone else's shoes. You are taking on their thoughts, feelings, behaviors, and opinions, which helps you understand them and their situation more clearly.



- Create fun - Part of the process of creating involves learning and testing ideas, which often leads to humor and laughter.
- Build confidence - Learning lines, studying characters, practicing, and performing all help build character and confidence. Students learn to trust their instincts, their ideas, and their abilities, which they carry into all aspects of their lives. Including school, work, relationships, and challenges.

#### 5.4.4 Social Constructivism

One of the main criticized points of traditional learning is the fact that the teacher or instructor is the person who is relied on to create all the knowledge (Carbonaro et al., 2008). This means that the teacher is responsible to ensure that the whole training is based on a comprehensive plan, and all the knowledge is predetermined for the students. What is more, the traditional behaviorist methods that are highly instructor-dependent, are focused on memorizing and reproducing the knowledge instead of promoting personal involvement, student collaboration and development of problem-solving. This environment where the student is a passive receiver, creativity and autonomy are not promoted. To battle this criticism, constructivism theory can be applied when an inclusion training course is designed. Constructivism theory posits that the student, with guidance from the instructor, is relied upon to construct new knowledge that is based on their logic and experience. This theory is quite effective, as it prepares the students to acquire problem solving skills in complex environments, which are simulated during the constructivist course.



The role of the instructor is vital in this process, as they are required to understand the way students assimilate knowledge, and to help them improve their understanding of the training material, by adjusting and by course-correcting them when it is necessary. When the students are encouraged to create knowledge for themselves in an environment that encourages making a mistake and learning from it, the learning experience becomes stronger and of better quality. What is more, during this process, a conversation is encouraged between the student and the instructor, which makes the learning more interactive and personal for the student, and it is easier for them to realize that they are the active creators of knowledge. This conversation is going to have the maximum benefits if it is applied early in the teaching process, so that the students will build the new knowledge based on solid foundations and not on mistakes that repeat themselves exponentially. Another component that can prove to be immensely useful in the implementation of inclusion training is problem-based learning (PBL). Problem based learning was initially created

in the 1960's for medical schools, due to the unsatisfactory performance of medical students in real life situations. Thus far, the emphasis was put on memorization of material instead of the application of knowledge in real life scenarios, therefore it was deemed necessary to train students in more practical situations instead. Later, problem-based learning was adapted for other subject areas. The principles of PBL are a presentation of a complex, ill-structured problem, which needs the accumulated knowledge of the material to be solved. It needs to be ill-structured, to emulate real-life problems, which are usually chaotic in their causes, and often more than one solution is available, and they are seldom perfect solutions as well (Goodnough & Hung, 2008; McGrath & Sands, 2004; Torp & Sage, 2002).

## 5.5 Practical applications and testimonials

### 5.5.1 SEDIN project case study 1

#### 5.5.2 *PE volleyball:*

Teaching to children of all classes' volleyball: how to pass the ball with fingers, with Theater Techniques of Creative Learning & the Montessori Method.



“In this intervention I use theater techniques, with fantastic space and time and performance of roles. My goal was to teach the young 8-year-old students of the 3rd grade of an elementary school how to pass on the ball with fingers and other techniques of the Volleyball.”

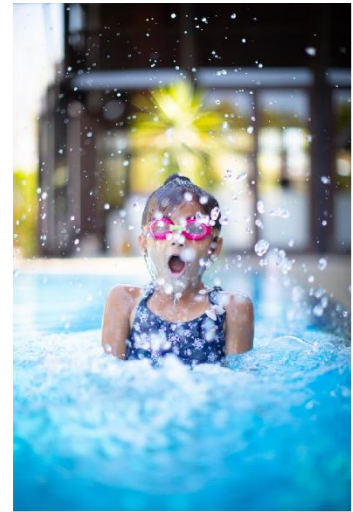
“The performance of roles by each student needs a strong commitment to the activity we do. Here we have a focus on one goal (to keep the «sun» up in the air if we can, because if it falls, for example, the “crops” will burn). Concentrating on the goal improves the quality of their movement. With an objective, anxiety, and action at a level where everyone can help-participate, students learn, while at the same time are being entertained in an atmosphere of inspiration.”

### 5.5.3 SEDIN project case study 2:

#### *PE swimming*

Teaching children the basic concepts and principles of swimming, through a story in a fictional world with fantastic creatures and goals that were set with the participation of children.

“The fantastic thing about this whole “fantastic” world of water lessons was that the children showed incredible emotional intelligence when it came to children who first had trouble changing clothes (shame of changing in front of others, someone forgot something important e.g., underwear), as well as to these children who faced water with fear and hesitation. In contrast to behaviors that we usually have in schools at these ages (children are more distant but also more “harsh“.”



## 5.6 Conclusion

For inclusion training programs to be successful, it is of vital importance for teacher to consider foundations of important educational practices, such as gamification, theatre techniques, constructivism, and problem-based learning. Using these principles, the teacher will be able to create an inclusion training course which will have a collaborative character in which students will be able to generate not only their own inclusivity skills, but also identify problems in their everyday life, and create their own solutions. This combination allows students to be more engaged and retain much more knowledge and gives teachers considerable benefits of increased output created by their trainings. By acquiring these inclusion skills, students will be more able to accept their classmates as equals and become better citizens and people in the future.

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## 6 Module 6 - Successful Strategies and Good Practice

*Developed by VIDC-fairplay Initiative*

General Objective of the module	To introduce successful strategies linking Intermediary Organisations (IMOs) with schools and to create cooperation between them and other important stakeholders
Expected Results	After the completion of the module learners will have good examples of informal sport educational programs and offers of IMOs and schools and skills to raise capacity and network to include more actors in the program (clubs, role models, companies)
Keywords	PE teachers, schools, Intermediary Organisations, vulnerable groups, cooperation, social inclusion, good practice
Introductory Remarks	Giving a context and background information of working with vulnerable groups and the challenges of potential cooperation between IMOs and schools in the beginning of this module. In the chapter after we look at the role of involved key players in this process (PE Teachers, Sport coaches) and introduce international Good Practice examples to the reader. In the end of this unit you find recommendations and useful further material.

### 6.1 Introduction

In this module we on the one hand introduce good practice examples of linking Intermediary Organisations using the tool of sport (NGOs, Clubs, local authorities, youth centers, etc.) with schools and on the other hand we show ways how of creating cooperation with different stakeholders in the field of sport and social inclusion.

Sport as a tool for education and bringing diverse groups together is a key issue in the KINESIS project. Both, Intermediary Organisations and schools are getting more and more aware of that factor and are creating programs, projects and cooperation with each other.

In most European countries, physical education teachers, sport coaches and youth workers work with culturally, ethnically and linguistically diverse groups (Edu-Pact Handbook, 2020). A tool or mechanism to connect this players working with vulnerable groups varies from country to country or even region to region, as it strongly depends on the effort, knowledge and capacity of individual persons and interested organisations.

Sport as tool to empower and involve vulnerable groups in society is on the raise. Established in approaches of global learning, sport for development or lately also for social inclusion, the KINESIS project in this module tries to give an overview of Good Practice examples and strategies to encourage different stakeholders to work together.

## **6.2 Context and background information**

The purpose of this module is, as mentioned above, to show successful examples and strategies from different countries (in Europe but also worldwide) that could serve as the basis for this training course. All KINESIS partners, in desk and field research, were collecting good practice examples, which include also for the organisation and collection of best practices the review of secondary sources (practices published in the Internet, articles in press and magazines, literature review etc).

After developing this Guidebook of Good Practice examples all partners also organised focus group interviews and individual interviews with PE teachers. As a result, the KINESIS team got profound knowledge and examples about strategies to work with vulnerable groups and link different stakeholders with each other.

### **6.2.1 Working with vulnerable groups**

In the research phase experts were asked about their challenges to work with vulnerable groups and common barriers to access afterschool programmes and sport offers. The following shared themes evolved:

- Lack of support from families & low self-esteem
- Language and lack of accessible information
- Responding to special needs & qualification of educators
- Transportation Issues
- Compliance with the rules in the clubs
- Lack of trust in institutions and bureaucracy
- Intercultural challenges and discriminatory attitudes
- Need to be Gender sensitive

## **6.3 Successful Strategies and Good Practice\***

Recent research (for example “Cooperation on Sport Market – Reasons and Ways How to Improve It”) shows that even if there is a will of both the sport clubs and schools to cooperate, the current levels of cooperation are very low.

Even though, In the KINESIS research phase we could as well conduct successful strategies and good practices to link IMOs and schools:

- Inclusive Sport Events & Team building
- Education through sport in regular lessons
- Multiplier training for integration and volunteering
- Cooperation of different stakeholders
- Make use of (community) role models
- Diversify sport learning from each other
- Good Practice: Inclusive projects and programmes

\*(see more detailed in 6. Conclusions and recommendations)

In order to foster in a sustainable way the social inclusion of vulnerable groups, there is a need for the active involvement of non-school actors in the local level (especially sport clubs, associations active in the field of sport etc) that will be able to support these children, increase their self-esteem and foster their social inclusion outside the protected school environment.

### 6.3.1 Role of individuals as key factor

A key figure for the promotion of this cooperation and for the promotion of the social inclusion of disadvantaged target groups through sports is the role of the engagement of individuals. Is it the physical education teacher in the schools, the youth coach in a sport club or one social worker in a youth centre. The success of the inclusion of vulnerable groups and projects within this target groups mostly depends on this key players. Therefore it is crucial on the one hand to connect this individual persons with each other and on the other hand try to establish more sustainable partnerships without being depended too much on individual engagement. In fact, frequently physical education teachers in schools or sport coaches in clubs do not have the contacts, networks and tools necessary to promote cooperation with other community-based organisations in the field of sport.

### 6.3.2 Linking IMO's and Schools

In order to foster the cooperation between schools and community-based organizations, it is very important for schools to start to involve more intermediary organizations such as local authorities, sport clubs and NGOs

These organizations usually have contacts with all the actors and can bring the stakeholders in contact and foster cooperation.

The training course addresses physical education teachers and intermediary organizations to build their capacity and increase the cooperation in a community level. The focus on the cooperation is one of the most important on the improvement of the level of cooperation between the different stakeholders which would bring an added value to any social inclusion activities organized.

Therefore also the capacity of intermediary organizations should be increased to promote the networking and cooperation between schools and Intermediary organizations.

## **6.4 Overview of Good Practice Examples**

Hereafter we present international good practices related with the promotion of the connection and networking between schools, sport clubs and the wider community in the field of sports. You can find ideas of how cooperation can be organised in this field and what kind of activities can be undertaken.

### **6.4.1 GOOD PRACTICES ON HEALTH EDUCATION AND PREVENTION OF DELINQUENCY (Cyprus)**

Cooperation with Cyprus Sports Organisation for the implementation of Sports Workshops where children are involved in various sports (volleyball, basketball, badminton, archery, karate, athletics, etc.) with the help of coaches and physical education teachers from the respective sports federations, to fight delinquency in schools and address the promotion of encouraging, helpful and friendly atmosphere in schools.

### **6.4.2 "Sports for All" Program (AGO) (Cyprus)**

The State and the Cyprus Sports Organization have launched the "Sports for All" Program to provide all citizens, regardless of gender, nationality, age, physical condition, education, social class and financial status, with the opportunity to engage in sports. The "Sports for All" program offers sports opportunities aimed at maintaining fitness and mental health as well as the participation of its members in social activities.

### **6.4.3 "BECAUSE COMMUNICATION IS NICE" (Lithuania)**

The purpose of the sporting event is to bring closer communication, openness to children from different small regions. The sport is a point to have good time together, to learn team building, creative solutions, new techniques or elements from different sports.

120 boys and girls from vulnerable groups participate in this event every year. 4-6 adolescents participate from every school, they are mixed into four teams and participate in different physical activities for four hours. After all activities participants - children, teachers, university students, organizer share experiences and thoughts about the event

Every year PE teachers and social educators have the instruction from organizer, for example: to invite children who live in underprivileged areas, who have problems with communication, aggression, bullying and other problems. The organizer every year changes the sports activities.

### **6.4.4 Zdrav življenjski slog - Healthy lifestyle (Slovenia)**

In Slovenia, the physical activity and physical fitness of children and youth is better than the situation in most European countries, but even Slovenian children are not immune to negative changes in modern lifestyles and also have been able to detect negative trends in development for several years. Desirous of reversing the downward trend of physical fitness in Slovene children as soon as possible, a healthy lifestyle program (ZŽS) was conceived. Program became the largest intervention program in Slovenia in the field of health and social inclusion, which is pursued through sport engagement.

Thanks to the program Slovenia is the first in Europe, which has managed to reverse the trend of decreasing physical abilities in the primary school population. It was achieved with a daily, regularly, and qualitatively structured sport workout, which is the only activity that can neutralize many of the negative consequences of today's, predominantly sedentary, lifestyle and inadequate dietary habits of children and youth.

#### 6.4.5 Active Schools programme (Scotland)

The main aim is to get children in schools to be active in sport before and after the school, using the existing infrastructure, by financing Community Sport Hubs (NGO). The main beneficiaries are the children in schools. The users are PE teachers, volunteers and sport managers from clubs that are organised in the Community Sport Hubs all across Scotland.

#### 6.4.6 The Tusobola (Improving Quality Education through Sport and Play) (Uganda)

Kamwokya is one of the most poorly designed and saturated settlements in Kabbalah. The quality of public hygiene is still poor and there is a serious shortage of sewer systems. It is estimated that less than 10% of residents use these systems, while the rest use on-site or collective sewers with some well-maintained public toilets. Kamwokya has public and private health care providers, public and private primary and secondary education services, and no public higher education institutions. The teacher-student ratio remains at 1: 110, reducing access to effective and quality teaching that serves the needs of children, especially girls and vulnerable children, contributing to the high youth unemployment rate in the city.

40 school teachers and 20 coaches attend classes and participate in workshops to learn game-based methodologies

Young people from financially weak teams are trained to become football coaches while parents are informed about the benefits of education through learning based on play.

#### 6.4.7 Kick mit (Austria)

"From girls for girls" is the slogan of kick mit Austria, that is a strong football project for girls and young women. "Football is a girl's game", they say on their website. Coupled with education, the main approach is movement, integration, recognition, participation, sustainable development and empowerment. This programme creates a barrier-free platform for playing football and has the opportunity to inspire every girl to participate in the game by setting strong role models and giving girls the opportunity to play football. This, in turn, helps them to gain self-confidence and skills through sport.

## 6.5 Recommendations & Conclusions

### 6.5.1 Recommendations

- **CREATE ROLE MODELS**

So that underprivileged groups are better represented and children can better identify; offering success stories, giving positive examples

- **ADDRESS TARGET GROUPS IN A SENSITIVE WAY**

Offering a positive self-understanding; empowerment instead of focussing on weakness, non-discriminatory language, no categorising and devaluation; no victimisation (e.g.: no one wants to identify herself as part of a vulnerable group); knowing and addressing the specificities of each social group, cultural context and taking gender into account

- **GET FAMILY AND SOCIAL SURROUNDINGS INTO ACCOUNT AND ON BOARD**

Work with the whole and convince of the benefits; children should not have the feeling to choose between family and social advancements

- **CLEAR, TRANSPARENT AND AUTHENTIC COMMUNICATION**

Open communication to enhance participation and knowledge of children; encounter on eye-level and not seeing them as passive recipients; teachers and trainers must be authentic so that children can trust and believe

- **INDIVIDUAL APPROACH**

Situations are divers and individuals need different methods and guidance; assuring that every child can be successful in its own way; getting in particular girls on board; smaller groups so that differences can be considered

- **EDUCATE TEACHERS AND TRAINERS**

So that they feel able to deal with difference, discrimination and potential arising conflicts; anti-discrimination training and sensitivity workshops to enhance understanding of vulnerable groups; as a result sports clubs are much more open for vulnerable children and motivated and able to work with these groups

- **USE THE MAGIC OF DIFFERENT KINDS OF SPORT**

It is easy to make children fall in love with sport; offer different types of sport to cover a broad range of interests/talents (team- and individual sport; ballgames; combat sports etc.)

- **STRENGTHEN COOPERATIONS**

Between school & sport clubs, teachers & trainers, local authorities, sport institutions, social services, organisations in the field: to offer the best infrastructure and sustainable involvement in sports; convincing sport clubs of the benefits if involving all children – and not just the successful ones; active promotion and communication of sport clubs and their offers

- **SOCIAL EXPERIENCE & FUN INSTEAD OF COMPETITION**

Everyone should be awarded to raise motivation and reduce stress; focus on team spirit and friendships and fun instead of success and competition; all children should be successful and have a positive booster

- **CREATE A SAFE and INCLUSIVE ENVIRONMENT**

Low-threshold access, bringing the offers into the living environment of the targeted groups; creating a non-discriminatory area where groups are not attacked and therefore feel welcome; proactive promotion and communication of values and standards; focus on gender equality and addressing girls in particular

### 6.5.2 Conclusions: Successful Strategies and Good Practice

Asked about examples of successful strategies to promote inclusion of vulnerable groups in the interface between schools and community sport, the FGD participants mentioned the following good practices.

#### *Inclusive Sport Events & Team building*

Sport events are always something exciting for kids, as they like to meet others and compete in a great event. Sports events and festivals promoting interactive activities for all including music, dance and sport work very well.

The approach of parenting in sport seem to be a successful strategy in Romania. Here companies were involved to stimulate the social and material involvement of corporations and their employees as volunteers in order to support disadvantaged children. Project activities included an inter-school sport competition (e.g. The Corporate Games).

A good initiative towards team-building is when football clubs buy the same sport clothes for everyone, which boosts identification as a team and nobody feels different.

#### *Education through sport in regular lessons*

An Austrian NGO accompanies a school class over the period of a semester with the aim is to prepare the students for the transition into professional life. The units combine the development of mental or emotional competence with football training. In addition to a daily sport lesson, the implementation of additional educational sport programmes would be promising to learn soft skills. In Slovenia a EU funded project on healthy lifestyle where children were active in school sport for one hour every day showed good results on children's physical development.

#### *Multiplier training for integration and volunteering*

A sport association in Austria started with a pilot training course for future integration instructors. This could become a sustainable offer in organised sport. Generally, offering social and psychological support to school staff, PE teachers, organisations, stakeholders and families and children from vulnerable groups seem to yield positive results.

Moreover, visits of volunteers from sports clubs to offer sport games, such initiatives help to reduce bullying in the class among children. Also recruiting PE teachers as volunteers to work with children from minority groups such as Roma through football and street dance has proven successful (e.g. programme of Policy Center for Roma and Minorities highlighted by UEFA).

#### *Cooperation of different stakeholders*

Cooperation between institutions, organisations, schools, universities, associations and sports clubs, for example by organising joint sports activities involving municipalities, sports clubs and schools. Also, police can assist in offering sport programmes.

An example for a cooperation between organised sport and schools comes from Slovenia, where local sport clubs' present their activities at schools. Each year sport clubs get the opportunity to present their sport programme to children and invite them to join the club.

### *Make use of (community) role models*

Very important is use of role models from minority communities. For instance, organising speeches by sports people who come from vulnerable social groups and have managed to integrate and progress through sports. This would cultivate values such as respect for diversity, rivalry, cooperation and self-esteem through sports activities at school and sports clubs.

Furthermore, pro-actively involve teachers from minority communities such as Roma is key, since they share a lot of the same values.

In General, it was observed that meetings and sport activities with high profile athletes motivate children. The involvement of former great sport personalities in sport events and also sport classes have a positive effect.

### *Diversify sport learning from each other*

Increasing the range of sports activities, inside and outside school would lead to more inclusion. For example, introducing new sports like catch-ball and Dragon Boat is a success story, as they offer more equal opportunities to all.

Adoption of successful techniques and methods of other sports bodies (eg FIFA, UEFA, FC Barcelona) for the social integration of marginalized social groups through sports is recommended.

### *Good Practice: Inclusive projects and programmes*

Experts reported about a range of good practices to strengthen social inclusion and empower young people across the six countries, this includes:

Implement specific school projects that supports social cohesion and social inclusion actions (e.g. dance) and addresses marginalisation of vulnerable children and youth (e.g. "DRASE programme Cyprus).

Continuation and upgrade public funded school programmes in the context of the social integration of all students and the fight against racism through sports and physical education (e.g. the "Kallipateira" programme developed and implemented by the Greek Ministry of Education of Greece)

Establishment for funding schemes by national sport associations to implement teaching programmes and training for PE teachers, school staff, policy-makers, stakeholders, translators, etc.

Run cross-community programmes which tackles racism and increase contact between separated communities. For example, trainers visit classes and create safe spaces for discussion about stereotypes, discrimination and racism as components of a prevailing culture of violence (e.g. "Education for a Culture of Peace – 'IMAGINE' programme in Cyprus)

An example for a participatory youth project is the Youth parliament in Austria. The Youth parliament is a free space, were young people can get political education and are able to stand up for their concerns at local level. Based on the concept "*keep the teachers out*", the students dared to articulate their actual concerns. These included sports and exercise offer.

At the end, teachers were convinced that the empowered young people were all committed.



## Further Materials

### E-learning platforms

Anti-Racism Awareness Online Programme: <http://training.theredcard.ie/>

Online Learning by ISCA - International Sport and Culture Association: <https://learn.isca.org/>

AMNESTY'S HUMAN RIGHTS ACADEMY: <https://academy.amnesty.org/learn>

EDU:PACT Interactive TOOL: <http://edupact.sporteducation.eu/>

Intercultural Sensivity Survey: <https://ww2.unipark.de/uc/edupact-ics/>

### Relevant Websites

<https://edupact.eu/>

[www.righttoplay.com](http://www.righttoplay.com)

[www.fairplay.or.at](http://www.fairplay.or.at) | [www.fair-play.info](http://www.fair-play.info) | [www.vidc.org](http://www.vidc.org)

[www.sportinclusion.net](http://www.sportinclusion.net)

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Sport Welcomes Refugees A Guide to Good Practice in Europe (2018).

[https://sportinclusion.net/fileadmin/mediapool/pdf/spin/SWR\\_Camino\\_GoodPracticeGuide\\_2018\\_web.pdf](https://sportinclusion.net/fileadmin/mediapool/pdf/spin/SWR_Camino_GoodPracticeGuide_2018_web.pdf)