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WORKING WITH VULNERABLE GROUPS

Lithuanian Sports University

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INTRODUCTION

The aim of this module is to give an understanding of the definition, cultural background and barriers of vulnerable groups.

To help to obtain main knowledge about the definition of vulnerable group as well as gain knowledge of (inter)cultural background of vulnerable groups.

Conception, diversity and classification of vulnerable groups in educational context

- The World Health Organization (WHO) defines Vulnerability as the degree to which a population, individual or organization is unable to anticipate, cope with, resist and recover from the impacts of disasters.
- Children, pregnant women, elderly people, malnourished people, and people who are ill or immunocompromised, are particularly vulnerable when a disaster strikes, and take a relatively high share of the disease burden associated with emergencies.
- Poverty – and its common consequences such as malnutrition, homelessness, poor housing and destitution – is a major contributor to vulnerability.
- 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.
- 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.



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

- People of vulnerable groups are against deprivation, seeking to share classes with other children;
- 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.

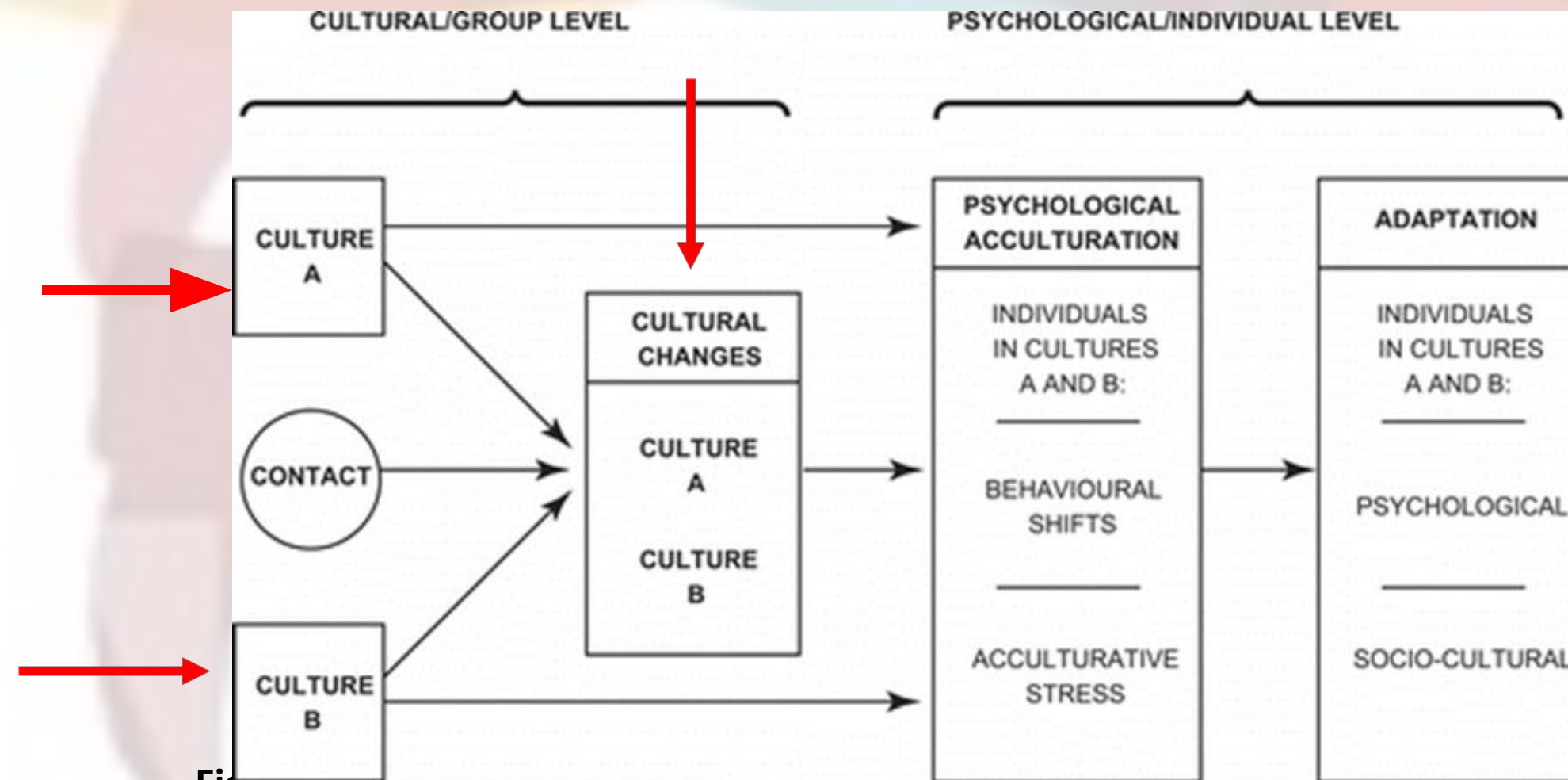


Fig. 1. Framework for conceptualizing and studying acculturation (Sam, Berry, 2010)

- Every person needs adaptation to living conditions, environment, traditions and overgo outcomes of acculturation. Thus, it is important to have mentors and helpers to be integrated into new cultural background, community.

The benefits of sport for inclusion

- Sport tends to be considered an activity that in and of itself contributes to the social integration of vulnerable groups. But...
- 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.



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

Children are abandoning school for different reasons:

- unemployment or illness of an adult members of household that imply a loss of income,
- shocks caused by droughts,
- floods,
- hurricanes,
- earthquakes,
- migration,
- loss of assistance from informal insurance networks,
- nomadic life,
- cultural background and many other reasons.
- **Psychological 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). Nobody cares about their education and health.



The Roma (Gypsies) and Travellers

- Roma are identified as the group most vulnerable to discrimination in the EU member states. They can be described as an excluded group, 'shut out' of the mainstream, placing themselves 'on the edge' of society, living apart from, and choosing not to interact with mainstream sedentary society.
- In Europe and the world occur a number of Gypsy communities. They are divided into groups, often hostile to each other. It results both from the difficulties in communication, because particular groups speak different dialects, and the different form of intra-group authority, and also from other culture-related differences
- Gypsies and Travellers do not regard a lack of mainstream education and low levels of literacy as a deficit and many continue to regard mainstream education as a threat to their culture and lifestyle.
- The Roma in Europe **do not use the term Gypsy** as they consider it derogatory.
- 'Pikey', a pejorative term applied to any Irish Traveller, is an insult.
- The 'New Age Travellers', a comparatively new phenomenon, who are not accepted by the traditional groups.
- There are some indications of a high level of **dyslexia** – specific difficulty with reading – among the Gypsy and Traveller population which is not simply due to lack of educational opportunity. Gypsies and Travellers increasingly use computers.

The Roma (Gypsies) and Travellers: Sport practice

- The sport was most popular in Gypsy community at the beginning of the 20 c.
- For centuries the Roma competed and challenged each other in sports involving throwing objects of all kind, always enjoyed competitions and games involving animals (horses).
- Many Roma games have no age or sex limitations.

Social Context: Participation in sport and fun with the adults allow children to naturally enter the adult world and learn how to correctly perform social roles, strengthen the sense of community, releases solidarity-building behavior.

Political context: The Roma in Europe do not use the term Gypsy as they consider it derogatory. The

'New Age Travellers', a comparatively new phenomenon, who are not accepted by the traditional groups.

The competition with strangers allowed them to prove their

Sport peculiarities:

Among numerous Roma games, there are both team and individual games. The games and fun can be divide depending on the sex: there are games specific for men and women.

The games and fun were an important element of the celebration.

They like to play wheel-rolling, tug-of-war, "spinner", egg-filching, throwing objects.

A specific interpersonal game is the traditional Gypsy dance.

Characteristics: both Roma and travelers have different histories, different cultural traditions and languages.

There are some indications of a high level of dyslexia among the Gypsy and Traveller population which is not simply due to lack of educational opportunity.



Fig. 2. Sport among Gypsy and Travellers

Refugees

- In the EU context, either a third-country national who, owing to a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail themselves of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it, and to whom.



Refugees: Sport practise

- 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, because they are more likely to experience difficulties (language, lifestyles, values).

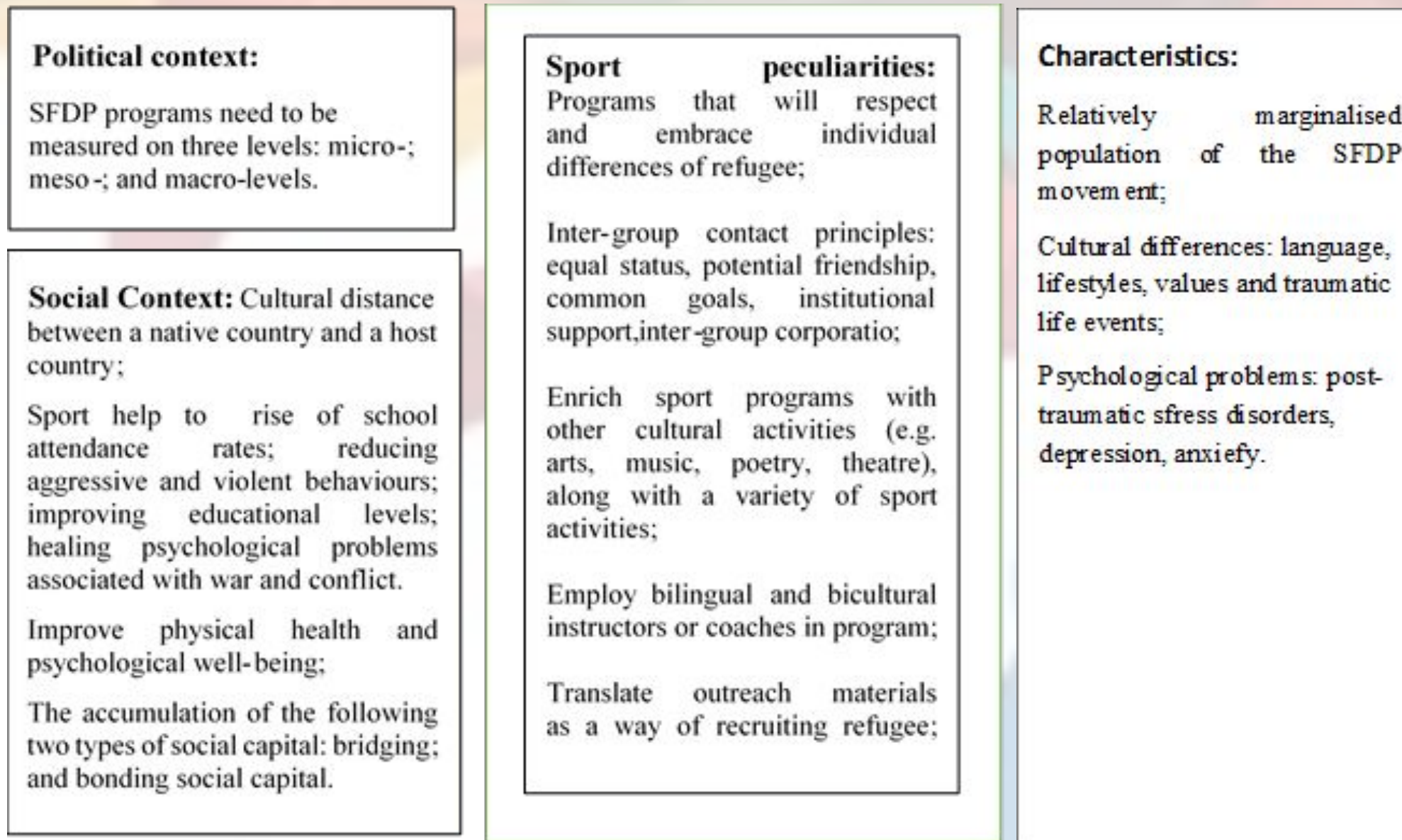


Fig. 3. Sport among refugees

Immigrants and Ethnic minorities

- In the *EU context* , a person who establishes their usual residence in the territory of an EU Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU Member State or a third country (UN Recommendations on Statistics of International Migration (2021), Migration Statistics Regulation (2021).
- Immigrants tend to practice sport in search for social relations. Sport in this group as an instrument for cocommunication and living among others.
- 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 consider.

Immigrants and Ethnic minorities: Sport practise

- 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 .

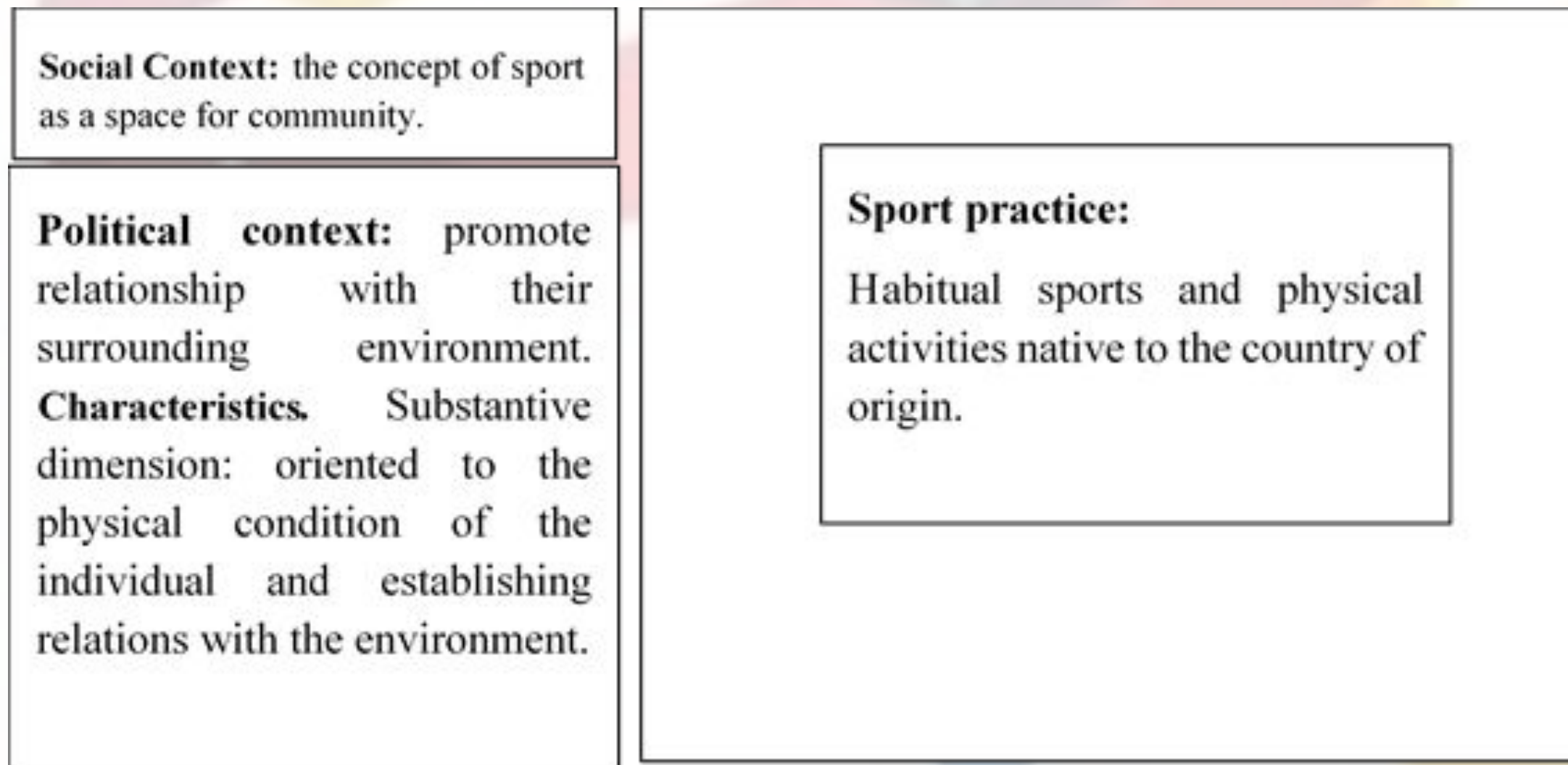


Fig.3. Sport among Immigrants (Fernández-Gavira et.al., 2017)

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.
- The majority of children entering foster care have experienced multiple traumas, which may include physical and emotional abuse.
- Many of these experiences lead to lifelong emotional consequences and poor outcomes including posttraumatic stress disorder, poverty, crime, addiction, and mental health problems.
- Common health concerns experienced by young people in Out-of-Home Care (OoHC) include overweight and obesity, disordered eating, lower levels of physical activity, poor nutrition, sexual and/or reproductive health issues, and increased participation in adverse health behaviours such as substance use .



Children from foster home (Residential childcare community): Sport practise

- Despite the clear benefits of engaging in regular PA, research suggests that young people in OoHC are less likely to achieve the recommended levels of PA than their same-aged counterparts in the general community (Green et.al., 2021).
- There are multiple factors that could influence engagement:
 - 1) individual factors, such as PA knowledge and skills, motor development, mood, and low self-efficacy;
 - 2) interpersonal factors, such as having a social network of friends to engage in PA together, family support, and caregiver role modelling;
 - 3) institutional factors, such as the service provider scheduling time for PA, funding, and logistics;
 - 4) community factors, such as access to PA programmes and facilities; sporting clubs lacking the resources to accommodate young people in residential OoHC, and young people feeling a sense of stigma in community settings.
 - 5) local and national public policies that foster PA engagement (Green et.al., 2021)

SEVEN PILLARS OF INCLUSION AS THE START POINT FOR INCLUSIVE SPORT AND DIVERSITY

- The 7 Pillars of inclusion were developed by Peter Downs in a project commissioned by Play by the Rules. 7 Pillars provide a starting point for achieving diversity and can be used to address the ‘how to’ of achieving inclusion (Fig.4)

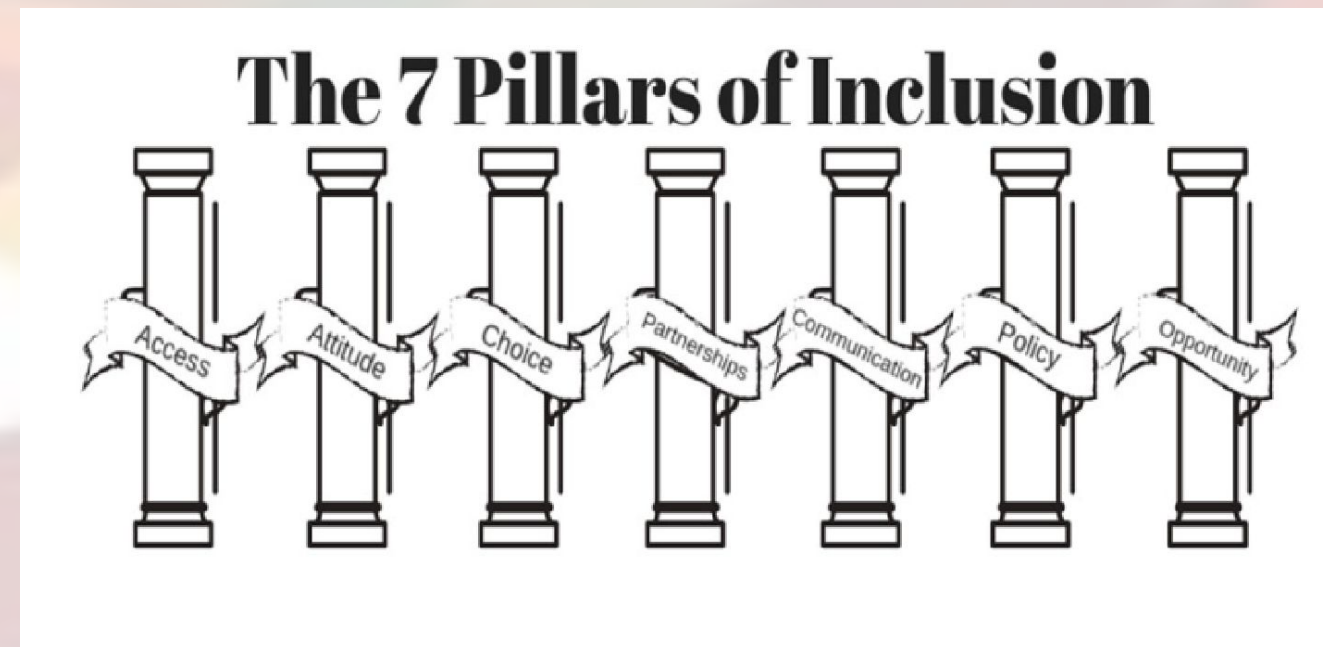


Fig. 4. 7 Pillars of Inclusion (Down, 2016)

Access is welcoming environment and culture inside (coach);

Attitude isn't just being positive, but having willingness to take a real action.

Choice is all about finding out what people can get from you.

Partnerships looks at how individual and organizational relationships are effective.


Communication is thinking about who you are telling and also how are you telling them?

Policy is about holding yourself, your club or organisation and your stakeholders to account for inclusion.

Opportunity is about “what do you want to do”.

Let's do Quizizz!

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It may be hard, but if you haven't washed your hands, you should avoid...

- 1 Touching your face
- 2 Rubbing your eyes
- 3 Biting your nails
- 4 Picking your nose

Zoom In Time Freeze Select all that apply

Thank you!

