



Model for Community based cooperation in the field of sports

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Introduction

Sports education contributes to skill and personal development at a local and national level. Having an understanding of how to perform better in a team also builds a foundation of performance. The goal is to make the most of their time with them. Educators of coaches and athletes, as well as peers in their respective sports, constantly learn, grow and engage in education processes.

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The local sporting offers are very good for building relationships and building trust. As a result, in addition to the general benefits of sport (social backing, health and social paybacks, self-confidence), the target groups can benefit from offers regarding training, jobs, housing, official matters, addiction problems, etc.



Sport can be a tool and "door opener" to include vulnerable groups / underprivileged children to the community / society. It can be done by "inclusive sport sessions" in the school, by implementing sport offers in

NGOs and Youth Centers and by including the Municipalities, interested companies in joint Sport Event in the community. This Sport Events makes the most sense if they are leading to some regular and sustainable program.

The most basic element of sport is people coming together to play. Sports break down barriers and build bridges where boundaries usually exist. Sport can be understood across cultures, languages and religions. Sport can create a feeling of inclusion in society, no matter what age, sexual orientation, gender expression, whether you are able-bodied or disabled, religion, ethnicity or socio-economic status you are or hold.

In a local community, when talking about sport, Schools, Sport Clubs, NGOs, municipalities, local authorities, their role is to exchange, create a network and know of each other (e.g., municipality invites to a round table, open session, etc.).

Sport organisations and governments can increase their settlement programs that focus on sport as a facilitator for integration.

Sports can provide a huge opportunity to make friends and connections on a team, helping newcomers establish roots in their new home.

Settlement agencies are often unaware of the benefits that sport and physical activity programming/partnerships can

have in helping integrate newcomers into new lives.





SPORT: a shared experience

Benefits for Schools	Benefits for Clubs	Benefits for Community
Opportunities to take part in more activities	Identify a pool of talents for future	Opportunity to promote sports in general
Develop young people beyond school	Develop future coaches, officials, volunteers and administrators	A means to reaching targets for sport participation
Work with other organization and becoming more visible	Increased membership, as more young people are joining	Opportunity to identify, nurture and develop local talents
Share facilities, equipment, knowledge, coaching expertise, funding, leadership opportunities	Opportunity to share school's facilities, expertise and equipment	Meet the local/regional agenda to ensure sport accessibility for all
Develop relations with local community	Increased visibility among youngsters	Provide opportunities for local coaches, volunteers and leaders in schools and sport clubs
Provide new links to the curriculum		Facilitate partnerships for local/regional/national initiatives

The local community plays a significant role in providing opportunities for young people to participate in sport and recreation activities.

Schools and clubs must work together to bridge the gap between school experiences and community club programs.

Working together ensures junior players have access to high quality sport and recreation programs and facilities.

Sport and recreation clubs and associations play a key role in the provision of junior activities. 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. How can clubs make initial contact with schools?

It is a good idea for clubs to identify a club development officer who is responsible for initiating and maintaining contact with schools.

After deciding what the club can offer schools, it is best to make initial contact with school principals to discuss in detail what the club can offer and what the school hopes to achieve through a partnership.

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 expo/come-and-try program at the school.
- Providing assistance with coaching school teams.
- Providing advice on how to modify activities for different ages and abilities.
- Providing printed resources and/or practical demonstrations to advise teachers about how to conduct a particular activity.
- Providing information on appropriate equipment and where to obtain it.
- Providing assistance to organize sport and recreation events and training programs.
- Contributing to discussions and projects, for example history of sport in the area.
- Sharing the use of facilities.
- Talking to students about a particular activity and/or sporting opportunities within the sport.
- Providing information about club activities and available coaching courses



Linking children and school program to sport clubs

General	Community needs sport clubs local to the schools	
Aspects	Very hard to make the link school-to-club, PE teachers-to- coaches	
	Difficult to get sport clubs to adopt a school	
Facilitators	Interest and awareness	<p>Child interest and parent present at introductory session</p> <p>Child interest</p> <p>Club receptiveness to new members</p> <p>Having a friend as a club member</p> <p>Bring-a-friend activity days at club</p>
	Participation activities	<p>Additional participation opportunities</p> <p>Activity that the whole family can become involved with</p> <p>Desire to compete</p>
	Easy contact	<p>Information about club and future participation opportunities</p> <p>Club's ability to contact children participants</p>
	Other	Children having more control over their choices
Barriers	Expenses	Participation/membership costs and cost of travel to club
	Interest	<p>Clubs not interested in contacting children participants</p> <p>Low club receptiveness to new members</p> <p>Clubs do not need additional/new members</p> <p>Clubs not interested in children with disabilities</p>
	Contact	<p>Inability of the club to directly contact children participants</p> <p>Children not following up after contacting club</p>



	Location	School in proximity to sport club is a must
	Parents	Parents not inclined to child's participation in sport Parents not wanting to commit to sport clubs on weekends
	Other	It is a long way from awareness to participation Existence of other school-based opportunities to participate in sport Possibility for children to participate in the sport without having to become club members

Before working together, it is important the club representative and teacher discuss the following:

- Children's age.
- Number of students taking part in the session.
- Current skill level of the children, especially in the particular activity.
- Whether there is sufficient equipment to cater for participants, and if not, where additional equipment can be sourced.
- The club representative's experience with children of this age.
- What the teacher hopes to achieve by working with the club representative.
- What the club representative hopes to achieve by working with the school.

Here are some comments heard during our KINESIS workshops:

"[The sports clubs are] often a social home for a lot of people, but they [should] also 'arrive in the twenty-first century'. That you open the clubs to such new programs. There are enough sport clubs that do not deal with topics such as integration, sexual orientation or physical impairments at all. [...] Of course, more has to come from the federations. That members of sport clubs have the opportunity to attend workshops. I think a lot has happened in the last few years, but if you go to conservative, rural regions: it is already a self-contained, homogeneous group that does not allow much from outside. [...] There are a lot of clubs that get involved - even for a short time. [...] Projects keep popping up which for various reasons stop immediately or difficulties



arise. You have to see how you can support these clubs [on the part of the sport federation].”

“Sport and active activities are very much wanted, but there are often barriers. If it comes to long-term participation in associations or in training groups, those who participate in these long-term activities benefit in school and apprenticeship. For example, punctuality and commitment can be transferred as "added value" to education and jobs. Also, financial costs and lack of child care are identified as barriers. Also lack of trust or a different approach of schools, sport clubs or youth work can hinder a good cooperation.”

Workshops revealed an absence of formal links between school-based sports programs and local community sporting organisations, despite the generally stated objective to promote community-based sports participation. Despite this absence, it was apparent that common themes facilitating uptake of sport club membership by children’s participants in the school-based programs included an interest in continuing participation and the desire from local clubs to have more members. Conversely, lack of interest acted as a barrier.

Teachers and parents suggested strategies such as invitations to school-based sport participants to engage in repeated or additional experiences in sport at the community clubs along with providing the students with general information about these local clubs. Further, given the impact of parental influences on children’s choice of a given sport, some parents and teachers felt that the presence of parents at an introductory club session would facilitate their knowledge of the sport and if coupled with their child’s enjoyment would encourage engagement in a local club.

There is a need for innovative approaches to health promotion which will encourage adolescents to maintain participation in physical activity once they leave school. An approach to developing long-term community engagement in sport and a potentially more sustainable model for sports organization delivered school sport participation programs would be to adopt a tailored approach. This needs to be developed within a common developmental framework based on recognized health promotion planning principles



including collaborative work that increases empowerment and community competence to determine and meet children/adolescents needs and desires.

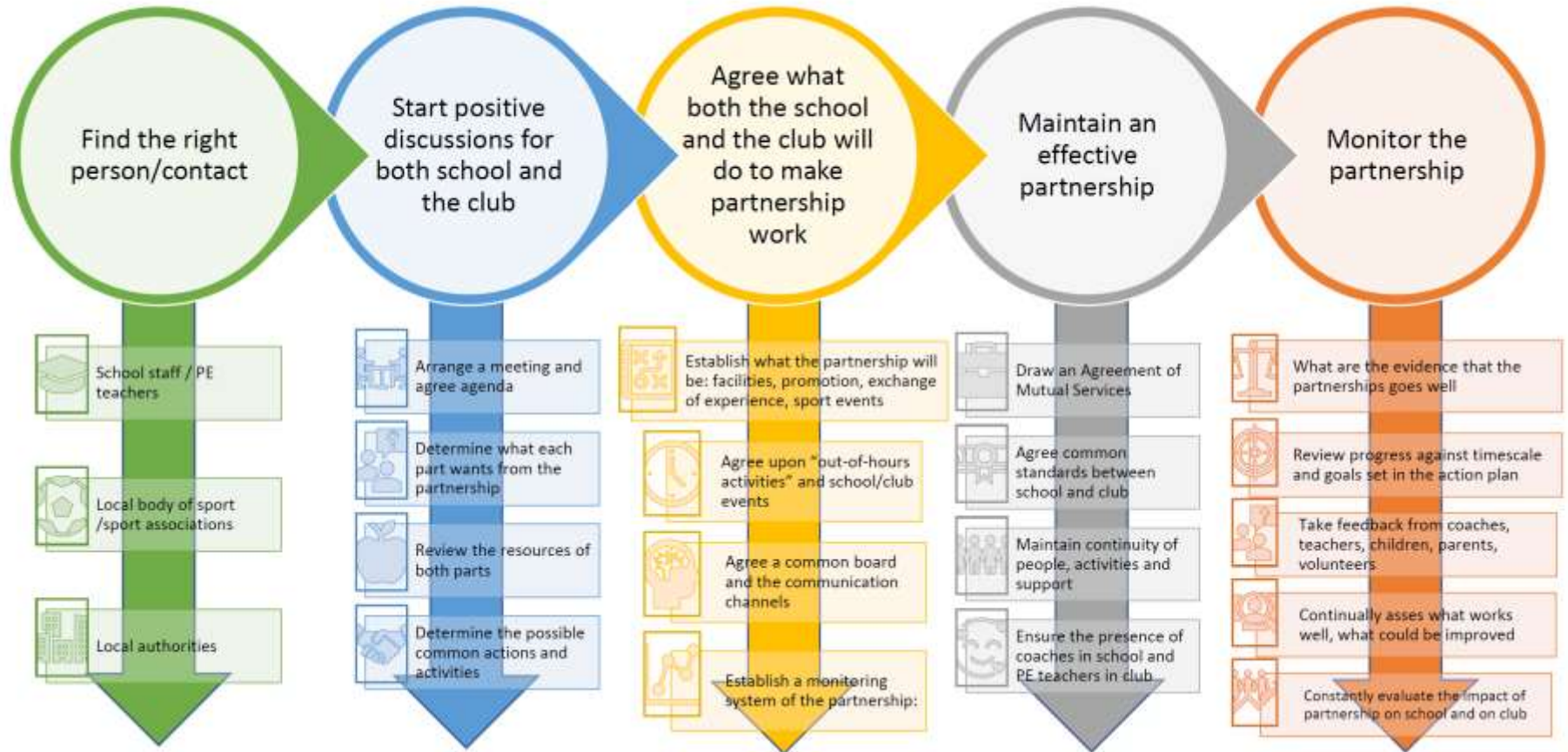
There are important things to be learned from evaluating activities and providing feedback to those involved. Teachers may wish to ask themselves, the students and the representative:

- What the students learnt.
- Whether the students enjoyed the activity and why or why not?
- Whether the club representative enjoyed the activity and why or why not?
- Whether they have ideas for follow-up sessions and other activities with the school.

It is important for schools to provide feedback to the club as well as to evaluate for their own purposes.

Similarly, it is important for the club to provide feedback to the school about students' skill levels and provide information about other available programs.

SCHOOL - SPORT CLUB COLLABORATION MODEL





Inside the partnership, each part can do a multitude of activities to strengthen this collaboration in the mutual benefit and children’s wellbeing.

Types of activities school could offer	Types of activities sport club could offer
Offer preferential rates for the use of school facilities	Assist and support school PE teachers to plan and deliver better school classes
Promote club coaches to lead training sessions in school	Provide PE teachers updates on new rules & regulations in different sports
Arrange for the club staff to visit the school, assist to PE lessons	Provide school staff with technical information to plan and deliver school-based competitions
Let club coaches to identify possible sport talents in school	Offer free trial hours of different sports to school children
Advise club on how to access different funding sources	Provide links for transition from school sport to club sport
Encourage children to access club facilities and trainers	Arrange visits to club for children, their parents and teachers
Organize events such as “coaches day” or “come-and-try day” at the club	Notify the school on children’s achievements
Keep a record of children participation in club activities	Provide certificates and diplomas for accomplishing children



Produce promotional materials and celebrate the achievements of the partnership in local media	Encourage adolescents to volunteer in sport activities and events
Arrange side workshops on benefits of sport during sport events	

Integrating young people with disabilities in school-club partnership

When working with children or adolescents with disabilities, you can check both school and club **level of good practice** by giving an honest answer to the following questions:

GUIDING QUESTIONS	YES	NO	PARTIALLY (do your own estimation from 1/low to 5/high)
Is there an easy access to sport facilities with clear signposting and larger doors and corridors?			
Are PE teachers / coaches properly trained to work with disabled young people?			
Are there appropriate lessons / programs to be offered to disabled young people?			
Are there adapted activities for performers with different disabilities?			



Are young people with a disability integrated in your common activities?			
Is there an appropriate supervision for young disabled persons?			

If your score is less than 15, take immediate action to mitigate this situation or you are excluding young persons with disabilities from their rightful participation in sport activities. If you score from 15 to 25, there is still room for improvement. If you score over 25, you are prepared to work with young disabled.



Annex 1

School - Club Partnership Agreement

Main partner main contact name, address and telephone numbers:

NAME OF MAIN PARTNER

CONTACT NAME(S) AND ADDRESS(ES) OF MAIN PARTNER(S)

Context

The agreement forms part of the (name of the school) strategic alliance in which the partner is:

NAME(S) OF PARTNER(S)

CONTACT NAME(S) AND ADDRESS(ES) OF PARTNER(S)

Objectives

- To promote junior participation in sports within the (name of the municipality / community / district);
- To promote closer collaboration links between (name of the school) and (name of the club);
- To provide appropriate opportunities for further development and participation to those young people who may be interested;
- To give the club the fullest possible opportunity to present its programs to possible new members.
- To optimize the provision of coaching expertise and leadership in (name of the sports involved), at local level.

Core principles

- All activities will be conducted within the framework of a recognized Child Protection Policy and agreed minimum operating standards in relation to safeguarding and protecting children and young people.



- All activities will be run in accordance with the educational and sport governing bodies' guidelines, particularly relating to PE teachers, coaches, other officiating qualifications and recognized safe practices.
- All activities will operate in accordance with the code of practice appropriate to sport, to be agreed between the school and the club, and in accordance with sport best practices, particularly relating to behavior, clothing, warming-up and cooling-down, safe use of appropriate equipment, preparation and planning, and the provision of positive feedback.

In the interests of equity, all activities will be accessible to all young people in the partnership and appropriate to their abilities. Particular attention should be made to promotion and charging policies, which should attract, encourage and accommodate young people:

- ✓ With physical, intellectual and sensory impairments and with multiple and profound impairments;
- ✓ From all genders;
- ✓ From ethnic minorities;
- ✓ From disadvantaged communities.

To optimize the provision of coaching expertise and leadership in sport, at local level.

The school commitment

- Ensure that sport is offered to all its performers.
- To support the promotion and development of sport at local level, subject to the regulations of the club constitution.
- Will designate a member as Liaison Officer with responsibility for:
 - giving first consideration for the use of its facilities for sport activities to (name of the club).
 - collaborating with the club and the local authorities, where appropriate, to support programs such as coach education.
 - arranging visits to the club which may help to raise the profile of the sport, e.g., by inviting local and national sporting ambassadors to the club

The club's commitment



- Maintain the widest possible program of coaching and competition, so that young people of all abilities have the opportunity to take part at their own level.
- Maintain a structure of charges designed to encourage junior participation regardless of economic circumstances.
- Appoint a named coach or official as the club's youth Liaison Officer, with responsibility for:
 - Advising partner about all relevant activities, particularly those aimed at attracting junior participation.
 - Ensuring that all club members referred by its partner are welcomed to the club and allocated to an appropriately qualified coach.
 - Collaborating with the partner in developing its sport provision, particularly in respect of appropriate equipment and coaching.
 - Keeping the partner's Liaison Officer advised of club members' progress.
 - Assist (name of the school) in the development of its sport programs.
 - Copy all the relevant information for press releases to the partner's Liaison Officer for the benefit of both school & club.
 - Help the partner to run an out-of-hours program
 - Help to arrange competition officials for major partnership events.

Program

- Weekly activities between the months of (month) and (month)
- Sport events during (month)
- Other program activity e.g., coach education, PE teachers update (month)

Targets

NUMBER of children to become junior members of the club within 12 months of the start of the program.

NUMBER of both partners representatives to benefit of qualified training.

Resources

(name of main partner / school)

will provide (SPECIFIED) facilities.



(name of partner / club)

will provide (SPECIFIED) facilities.

Partner will also provide coaching expertise, with access to the county governing body support where required.

Additional finance for items (LIST OF ITEMS) will be requested through the Local Authorities by a common endeavor.

Review

The working of the agreement will be reviewed on an annual basis through a meeting of the liaison officers of the school and the club, normally in (month) of each year. The agreement will be renewable by 1st of (month) each year.

Signed:

Position:

Date:

For (name of school)

Signed:

Position:

Date:

For (name of club)