

# Youth.Sport.Inclusion

## 30-hour training module

Based on the experience of sharing the selected practices, looking into what makes them work, identifying the key factors of quality and success, and based on the conclusions of the International Tool-fair training we made a 30-hour training module (it can be extended to 60 hours) for youth workers, coaches and PE teachers.

The aim of the training module is to make the sport communities of youth and school classes more inclusive towards marginalized and vulnerable youth by empowering and enabling coaches, PE teachers to use education through sport approach to improve inclusion within the sport communities and school classes that they are responsible for.

### Specific pedagogic objectives:

- to understand the education through sport approach
- to become more sensitive and empathic towards marginalised, discriminated and vulnerable youth
- to be able and ready to address issues of discrimination and use adequate tools to improve inclusion of the youth community through and in sport and physical education

### Content:

#### 1. Education through sport approach

Many researchers in sociology define sport as a “global social factor” which carries and produces values. It is important to distinguish what “sport” is as a social factor and what “sport and physical activity” are as potential educational tools. It is needed first to have educational objectives, which the actors involved in the action share. The implementation of the educational function of sport means to pursue in priority an educational goal. A clear distinction should be made between Education FOR, BY and THROUGH Sport drawing on different objectives. In this section these aspects will be explained in a detailed way. This approach was first elaborated by Henning Eichberg. This table explains the main differences of the three ways of working with sport.

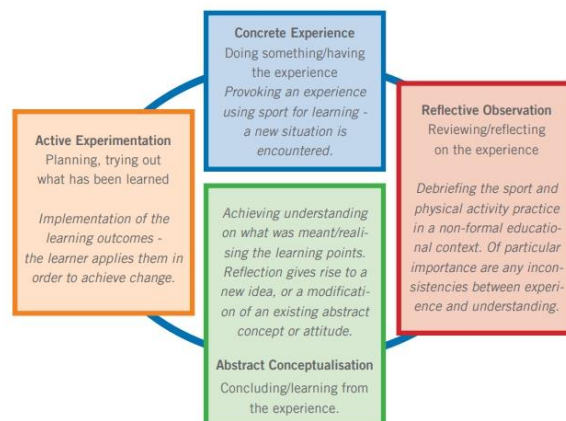
Education for sport Many traditional sports clubs are mainly mobilised by sports performance goals as their priority. Here we evoke the concept of Education FOR Sport, which has the main aim of developing competences in terms of sport performance. Education for Sport addresses the improvement of skills related to the sport itself. Thus, its purpose is only to serve the development of individual competences to improve physical performance. Education for Sport is normally related to diverse disciplines of competitive sport. This concept therefore has limited interest in the context of non-formal education.

Education by sport The concept of Education BY Sport is more complex process and includes specific objectives such as the aim to address health issues and wellbeing. In this case, the educational goals are not abandoned but they are sometimes relegated to the second plan. The aim is therefore to reconcile the sporting goals and the

wellbeing of the society. It uses sport, exercise and physical activity to work towards social causes such as health, wellbeing, public welfare or social inclusion. The new “sport for all” movements are very close to this approach. By playing different sports, it is expected that people learn more about healthy lifestyles and in this way raise their awareness about the mentioned issue in general.

Education through Sport (ETS) The ETS concept is much deeper in terms of its aims and expected outcomes and should be seen from a holistic perspective compared to the other two approaches. The approach of ETS itself consists of the integration and implementation of sport elements to be used for an educational purpose to address a social issue, develop social competences and provoke a lasting social transformation. The whole educational process is planned and prepared, and clear, realistic and measurable outcomes are expected after it happens. ETS is a non-formal educational approach that works with sport and physical activities and which refers to the development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation. ETS creates existential learning between people. Through ETS a lasting social change is supposed to happen. It aims to enable empowerment and provoke a sustainable social transformation. ETS requires many elements which go from using sport and physical exercise in order to provoke a strong lifelong learning outcome such as improving tolerance, solidarity or trust among nations. ETS should be seen more as a plan for reflection than for a field action. From a methodological perspective, ETS consists of adapting sport and physical activity exercises to the objectives of the planned learning project. It is a matter and a process of adaptation of sport and physical activity, both in terms of their expression and their representation, which characterises specifically the ETS approach. It does not propose any actions where sport becomes a central objective as/for a carrier solution. For instance, the practice of a martial arts without any specific project behind it, led only by the desire for technical progress, remains a FOR sport involvement, but it may also develop self-control and respect for others. The important matter here is to conduct a process where sport and physical activities become tools for support to achieve the educational goals first, where the sport itself becomes secondary to the educational purpose. Aiming for a better understanding of this process, we propose to make the link between ETS and Kolb’s experiential learning cycle (Kolb, David (1984).

Kolb's Experiential learning cycle<sup>8</sup> linked with ETS



Experiential learning: Experience as the source of learning and development. Englewood Cliffs). In ETS the concrete experience is the sport (or physical) activity that is adapted to the learning objectives of the programme. The participants of the experience reflect together in a guided debriefing process, after which they go through the change themselves and will be able to use the new competencies they have learnt. The expression of a will is not enough to design and implement a learning process which is based on ETS. It is needed to prepare a realistic project based on feasible and evaluable objectives, that educational intention is present in it, as well as built on specific priorities of the addressed working field. Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design nonformal learning programs focused on social issues, such as employability, social integration, fight against racism and many others. This is the first part of the learning cycle, when the trainer proposes the experience to the learners.

The formalisation of learning intentions is not enough to ensure the educational and social function of sport. The education act must be continuous in time. This continuity aims to construct and implement reflections enabling the achievement of the main educational goal. This is the second and third stage of the Kolb's learning cycle. The specific objectives of each stage must serve the main aim of the planned learning process and be realistic to evaluate. It is the coherence of the different stages or phases of this process and their relationship with its overall aim, which will ensure the continuity of the educational aspect in it. On the other hand, the continuity and also sustainability of the educational process using sport and physical activity, consists also in time, in order to observe changes in the behaviour and the attitude of people (Applying the learning outcomes in real life – stage 4). The anchor of a draft educational process through sport is that actions undertaken are performed in line with other activities, beyond the simple sport itself. The educational and social function of sport is also to act within the framework of overall social and educational policies which is also a long term lasting process. This aspect/approach takes into account the entire dimension of the human being and its environment.

Hartmann and Kwauk's article explains: "We distinguish between two different, ideal types that appear in the field: a dominant vision, in which sport essentially functions to maintain and reproduce established social relations, and a more radical interventionist approach, in which sport is intended to contribute to fundamental changes and transformations in social life."<sup>9</sup> This could be considered as different explanation of Education BY and THROUGH Sport. The differences between the three different concepts are already explicit, but the aim of this chapter is to present ETS in a very detailed way so that its use and purpose are not misunderstood. Thus the question of evaluation is important and rises naturally at that point. The implementation of the educational function of sport of course involves an evaluation process. From the perspective of methodology and according to different criteria, attitudes and behaviours are not measured in the same manner or with the same indicators as athletic performances. Indeed, it is not always easy for a sport club to define indicators of sociability and socialisation, or even less in the context of a preventive approach, for example. If the notion of a child who plays sports is possibly definable and measurable, the one of »raising awareness« for a teenager of the dangers of alcohol and tobacco, for example, is more difficult to establish. It is also difficult to measure the real impact

of educational action carried out in the field of sport. It is equally difficult to determine the place and role played by the sport in the process. This difficulty should not compromise the commitment of the sports movement in its willingness to contribute to the education of those which it gathers. Actually, the question is: How do you evaluate the actions from the educational angle, with reference to specific and realistic educational goals? This is where the development of key competences, which are achievable through an ETS approach, become relevant. We introduce them below in a chart referring to the document “Basic Concepts and core competencies for education for democratic citizenship”<sup>10</sup>, published by Council of Europe, as well as to the “Key competences for lifelong learning” introduced by the EU Commission. According to those references, the key competences present a combination of skills, knowledge and attitudes which are needed by individuals in the society in order to achieve personal development, to be active democratic citizens and to respect human rights. It is meant that the development of each individual’s competences contributes to the achievement of a sustainable social change – for example, combating unemployment, discrimination and racism, social exclusion or poverty and marginalisation. In the chart below the competences are clearly stated, as well as which sport and physical activities could develop potential learning outcomes in order to achieve social transformation and a lasting change of attitudes among the individuals or communities. Through these competences the evaluation of a non-formal educational impact using ETS is realistic and measurable even though it refers to self-evaluation.

## 2. Marginalized and vulnerable youth

*“We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender and other discrimination.” Nelson Mandela*

This means that there is a clear openness and proactive attitude towards marginalised groups and their organisations, which are usually less represented, have fewer opportunities to make their voices heard, or suffer greater discrimination. Groups like ethnic minorities, migrants and refugees, girls, LGBTQI people, young people facing life challenges, either socially or economically. In this respect, we need to pay special attention to young people who are not in employment, education or training (NEETs). It also means that there should be special measures (or ideas) in place to support these groups towards becoming more engaged in dialogue and making their voices heard.

In 2017, the at-risk-of-poverty or social exclusion rate for young people aged 16-29 was 27.7 % in the EU-28, corresponding to about 21.8 million young people (Eurostat). Discrimination on the grounds of ethnic origin continues to be regarded as the most widespread form of prejudice in the EU (64%), followed by discrimination on the basis of sexual orientation (58%), gender identity (56%), religion or belief (50%), disability (50%). respondents who describe themselves as being part of a minority in terms of disability (37%) and those who say they belong to a minority with regards to sexual orientation (32%) or to an ethnic minority (30%), are most likely to say they have experienced discrimination (Eurobarometer 2015).

The EU Charter of Fundamental Rights, Article 21, Non-discrimination: “Any discrimination based on any ground, such as sex, race, colour, ethnic or social origin,

genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation, shall be prohibited.”

The current feeling of many young people is that they can't make themselves heard and therefore aren't considered part of society, due to a lack of privileges and opportunities. This perception can be changed through inclusive youth participation structures and projects that enable disadvantaged young people (less privileged or with fewer opportunities) to be heard and to become active in their communities.

Addressing, empowering and involving these youth groups can change the local community and provide long-term solutions to the problems created by marginalisation, discrimination and poverty.

### Further resources:

European Commission Against Discrimination and Intolerance (Council of Europe). You can download the country monitoring reports here: <https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/country-monitoring>

European Union Agency for Fundamental Rights, **Fundamental Rights Report 2018**: <https://fra.europa.eu/en/publications-and-resources/publications/annual-reports/fundamental-rights-2018>

Have a look at the Finnish Roma Youth Policy, which shows how to address poverty and discrimination in an unprivileged group.  
<https://stm.fi/en/participation-roma>

**Ending Youth Homelessness: Human Rights Guide** (Published by FEANTSA). It can be downloaded here: <https://www.feantsa.org/en/report/2016/12/07/youth?bcParent=27>

You can download several publications on the topic of inclusion from the **SALTO Inclusion** website:  
Recommended:

- **Urban Solutions** - tapping the talents of urban youth
- **Value the Difference** - Resource Pack
- **Young People and Extremism** - Resource Packs

<https://www.salto-youth.net/rc/inclusion/inclusionpublications/>

- You can download the Inclusion and Diversity Strategy of the Erasmus+ Programme here: <https://www.salto-youth.net/rc/inclusion/inclusionstrategy/aboutid/>

8 Steps to Inclusive Youth Work (an excellent Toolkit published by the National Youth Council of Ireland). It can be downloaded here: <http://www.youth.ie/nyci/8-Steps-Inclusive-Youthwork>

See this global action promoting gender equality:  
<https://dayofthegirl.globalgoals.org/>

### 3. Pedagogic tools to address discrimination and inclusion in youth groups

You can find several pedagogic exercises in different topics here: <https://www.throughsport.eu/resources/>

There are four handbooks that can help you in four different fields:

1. Move and Learn Manual – general inclusion
2. Outsport Toolkit – in LGBTQI field

3. Volunteering in sport – in different issues such as disability
4. Sport for active citizenship Toolkit – with different issues

### Outline of the training course

An ideal training course for coaches and PE teachers (30 hours – 3 full days, but can also be distributed in 4 days)

1 session is two times (A and B) 90 minutes with a break in between

#### Session 1

- A) Introductory session to introduce the participants, trainers, objectives, program, methodology and content of the training course. You can also check the expectations of participants and prepare them for sensitive issues as well.
- B) Presentation of education through sport, based on point 1 of content above. Proposed exercise: Make two teams and let them play any team sport with a ball. In the 1<sup>st</sup> 10 minutes instruct them on technics, performance and motivate them to win. In the 2<sup>nd</sup> 10 minutes let them play and then make them sit down to discuss how this sport can improve their skills and behaviour and health. In the 3<sup>rd</sup> 10 minutes give them role cards (with different social background) and ask them to play accordingly and then make them sit down and discuss how was the game, what did it change. At the end you can debrief the whole session and discuss education by, for and through sport.

#### Session 2

- A) Present what inclusion means, and the different vulnerable groups based on the point 2 of the content above. Facilitate a brain storming to discuss why inclusion is important for the whole society and for sport.
- B) At the end present Human Rights based on the 1<sup>st</sup> Chapter of the [Compass Manual](#). And discuss why participation in sport is a kind of Right as well. Who can easily and who has no or little access to sport activities.
- C) Play exercise “Play for your Right to Health” from the Sport for Active Citizenship Toolkit on pages 27-29.

#### Session 3

- A) What makes an inclusive coach / PE teacher? What kind of competences are needed for a sport educator to be inclusive and to make their sport team inclusive? What are the challenges of being inclusive in school or in sport clubs? Discuss with the group and collect ideas on flipchart.
- B) Implement Exercise IV.6. Basketball as a tool for communication (page 49) in Move and Learn manual. Discuss the different coaching styles and how important the personality of the coach is.

#### Session 4

- A) A sensitive thematic field: LGBTQI. Present some important aspects of the LGBTQI issues based on the chapter 4 of the Outsport Toolkit.
- B) Select one of the 5 exercises and implement it.

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**Session 5**

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- A) Look at all the exercises of the 4 recommended handbooks and select an exercise of your choice and preference. Adapt to the group of coaches /PE teachers that you work with, or ask them about their priorities. (You can also ask some volunteers in the beginning of the training course who can prepare and facilitate the selected exercise on the last day.)
- B) Arrange a pedagogic debriefing about the exercise thoroughly and discuss how they would implement the selected exercise. Discuss the challenges of the exercise and the variations that the participants could imagine. Ask them to think about their own work reality and how they could do this exercise with the young people.

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**Session 6**

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- A) Discuss conclusions of the participants and make an evaluation (online form or some interactive exercises)