SPORTS FOR INCLUSION

Project Book

"We can reach far more people through sport than we can through political or educational programmes. We must continue to do so."

(Nelson Mandela)

Contents

About the project

        The project "Sports for Inclusion" was a youth exchange Erasmus+ project. This project aimed to find a new, innovative way to explain different elements of sport and social inclusion and to improve the pro-activity of the young people and to promote active lifestyle, because of increasing number of young people that have less physical activity and unhealthy lifestyle.

        The youth exchange took take place 03.09.2019 – 10.09.2019 in Liepaja, Latvia, and it gathered 40 young people from 8 different countries – Latvia, Lithuania, Bulgaria, Czech Republic, Turkey, Spain and Romania.

        The main objective of the project was to involve and inspire young people to become more open to sports and other outdoor activities instead of staying bored at home, playing video games and not being active in general. Every young person that lives in the EU has special abilities and has equal rights, but we have not the same chance to develop our skills. We wanted to promote sport as a method for promoting cultural learning and social inclusion through sport. We promoted sport as tool for improvement of the adaptive social skills. The sport is a perfect way to integrate youth with fewer opportunities in the society and youth community. Also, sport is innovative method to break many stereotypes and prejudices especially about youth with fewer opportunities.

Objectives of the project:

1. To promote intercultural learning through sports

2. To promote the role of the sport as a tool for integration of youth with fewer opportunities

3. To promote social inclusion through sports

4. To involve more deeply youth into sport through non-formal methods

5. To develop social and creative skills of youth through sports

Participating organizations:

- REGIONALAS ATTISTIBAS UN SOCIALO INICIATIVU ORGANIZACIJA PERSPEKTIVA Latvia
- ASOCIATIA SE POATE Romania
- ASOCIACION LAS NINAS DEL TUL Spain
- PROBLEM-BASED LEARNING INSTITUTE Lithuania
- HEALTH LUST UNION Turkey
- ECOWORLD RHODOPES Bulgaria
- EVROPSKE CENTRUM MLADEZE BRECLAV EUROPEAN YOUTH CENTRE BRECLAV Z. S. Czech Republic
- STICHTING WOW GO The Netherlands

Education pack

Key concepts

Social inclusion

Social inclusion is an increasingly widely used term to summarize a range of issues concerning poverty, social injustices and inequality, issues that would appear to be universal and prevalent in all societies.

Social exclusion can take different forms, such as lack of access to power, knowledge, services, facilities, choice and opportunity.

Sport and social inclusion

Since sports participation provides a focus for social activity, an opportunity to make friends, develop networks and reduce social isolation, it seems well placed to support the development of social capital. A series of connected dimensions of social inclusion (Figure) can be extrapolated from the literature (e.g. Donnelly 1996; Freiler 2001) that offer a useful framework for considering sport's potential contribution to social inclusion/exclusion (Bailey 2005). First, the functional dimension of social inclusion relates to the enhancement of knowledge, skills and understanding. Sport, it is claimed, provides opportunities for the development of valued capabilities and competencies. Discussion in this area has focused primarily on the social character of most sports (Martinek and Hellison 1997), and the hypothesis that the need for individuals to work collaboratively will encourage (or necessitate) the development of skills like trust (Priest 1998), empathy (Moore 2002), personal responsibility (Hellison 2003) and cooperation (Miller et al. 1997). Social inclusion through Sport scheme:
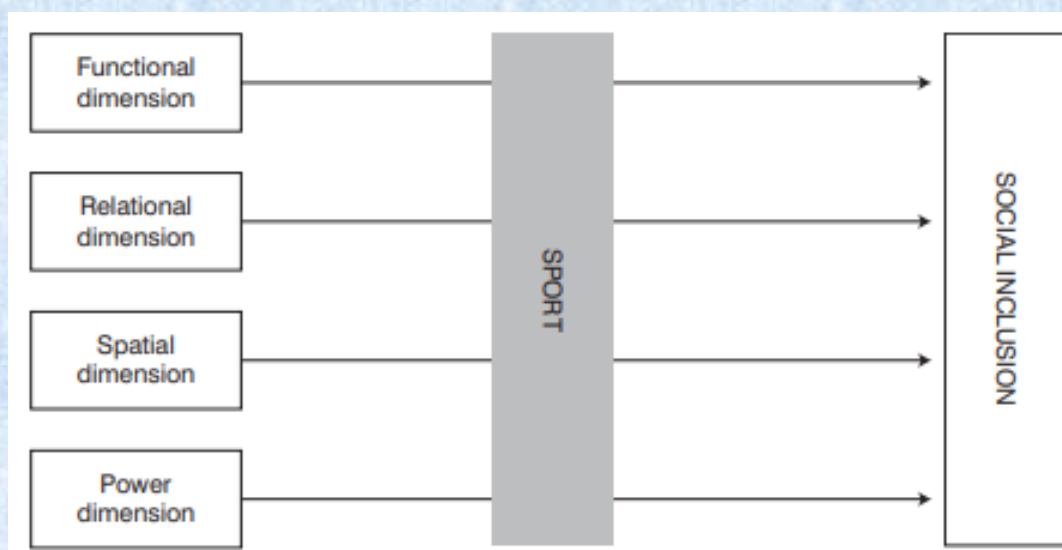
The idea that sport provides appropriate settings for the promotion of young people's social development has led to the formation of a number of programmes aimed at using various forms of physical activity as vehicles for the development of valuable skills and capabilities (Cameron and MacDougall 2000; Morris et al. 2003; Sandford et al. 2006). It has also led to the development of a number of theory based programmes, designed to teach young people personal and social skills, such as Siedentop's Sport Education approach (1994), Hellison's Personal and Social Responsibility model (2003) and Ennis's Sport for Peace curriculum (1999). Many of these programs and models have been evaluated, and their findings might be summarized as cautiously optimistic (Ennis 1999; Wright et al. 2004), with some of the most promising evidence coming from school-based initiatives, which have found that sport-based programmes can help improve student attendance, behaviour and attitude towards school (Sandford et al. 2006), as well as reduce young people's engagement in anti-social or criminal behaviour (Andrews and Andrews 2003; Cameron and MacDougall 2000). Second, social inclusion can be defined in relational terms, such as a sense of social acceptance. Sport might play a role, here, by offering young people a sense of belonging, to a team, a club or community (Ennis 1999). Harris (1998) highlights the communal or 'civic' character of sport. Large numbers of people give a great deal of time to participate in sport, whether as a player, an organizer or a spectator. Players sometimes claim that sport can act as a point of shared interest bringing families together and encouraging people to interact in the broader community and beyond, often with people of different social backgrounds (Sport Canada 2005). Even young people who identify themselves explicitly as 'non-joiners' seem able to join like-minded peers in informal or 'lifestyle' sports (Wheaton 2004), and through this find 'a bridge between social and personal identities' (Chaney 1996: 134). So, the relational contribution of sport to social inclusion is plausible.

Third, there is a spatial dimension, as social inclusion relates to proximity and the closing of social and economic distances. Certainly, there are frequent claims that sport brings individuals from a variety of social and economic backgrounds together in a shared interest in activities that are seen to be inherently valuable (Sport Canada 2005). For example, there is a popular view that sport's non-verbal format can help overcome linguistic and cultural barriers more easily than other areas of social life. And the valued and socially prestigious character of sport could mean that people who might not otherwise meet come together for the sake of a shared passion. Evidence suggests that sport can bring people from different backgrounds together (Sport Canada 2005). Saunders and Sugden (1997) found that sport was one arena where cross-community interaction took place in Northern Ireland. Other studies have found that sport can also draw attention to divisions and differences (Sugden and Bairner 1993). At its best, then, sport can offer people and communities a meeting place (Keller et al. 1998).

Finally, social inclusion assumes a change in the locus of power. Sport contributes to social inclusion, in this respect, to the extent that it increases individuals' sense of control over their lives, as well as 'community capital' by extending social networks, increased community cohesion and civic pride. The establishment of social networks is a key feature of socially inclusive practices (Putnam 2000). This is especially important, it could be argued, within the context of sport for at-risk youth, for whom social and organized settings can be sources of anxiety or disaffection. Some interesting data have emerged from studies of the sporting experiences of normally socially marginalized groups, such as women and minority ethnic groups. Deem (1986) argued, within the context of women in sport, that it can contribute to a more generalized feeling of empowerment. This is particularly important in environments where adolescents may be encouraged to view their bodies as sexual and reproductive resources, rather than sources of strength for themselves (Brady and Kahn 2002). Sporting activities may help young women develop a sense of ownership of their bodies and access the types of activity experiences traditionally enjoyed by boys (Thompson 1995). This may be because participation augments young people's self-esteem, or because being an athlete carries with it a strong public identity (Brady 1998). Some female athletes report having a stronger sense of identity and self-direction as a result of their engagement in sport – what Margaret Talbot calls 'being herself through sport' (Talbot 1989). Whatever the reasons, increasing the number of young people participating in sport does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, young people's participation in sport can challenge and change social norms about their roles and capabilities.

Richard Bailey. Youth sport and social inclusion. In Positive Youth Development Through Sport, Edited by Nicholas L. Holt

Methods

Icebreaker, getting to know each other

Title: Name Roulette

Aim: To get to know each other better and more of things everyone likes

Description: Everyone stands in a circle close to each other. The game starts with one person telling his/her name, how he/she is feeling and why is here. Then another person continues in the same manner and so it goes on.

Title: Ball Game

Aim: To get more various information about one another, build connection and trust

Materials: Ball

Description: The whole group makes a circle, one person holds a ball and tells his/her name, age and country where he/she is from. Then that person throws ball to the next person in a circle, preferably to the opposite direction, not too near. The next person, now holding a Ball, also tells a name, age, country and passes a ball to another person and so the game goes on. The game is completed when each person of the group has got the ball and has introduced himself/herself. After circle is completed, the person holding the ball passes it back to the person the ball was received from before and says his/her name, and so it continues until the ball returns to the first person who started the game.

Team Building

Title: Treasure Hunt

Aim: Teambuilding and getting to know each other better

Description: Participants are split into small groups that will work together to fulfill the specific tasks about the project topic outdoors, what will be presented for other teams.

Role play
Title: Cultural Role Playing

Aim: To create cultural awareness among participants

Materials: Flipchart papers, pens, markers, colored pencils, scissors, glue and other stationery supplies,
Description: The facilitator divides participants into equally numbered groups, which consist of mixed country and culture people. Then participants work in groups where they are asked to discuss and find a way on how to show cultural differences, things in common, things that shocked them or seemed interesting etc. They need to decide how they are going to present what they've got to know and learnt from their group members to others. As a way of expression participants can make a drawing, performance, dialogue, dance, pantomime etc.

Brainstorming

Aim: To discuss what are the main steps of project development

Description: Participants are divided into 5 groups of no more than 5 members. Then every group starts brainstorming in order to find out and commonly agree what are those 5 most important steps of project development. After 5 minutes every group has 1-2 minutes to present on what they agreed.

Presentation

Aim: Presenting selected topic

Materials: Paper, markers, pens, computer

Description: Participants need to make a presentation about selected topic in order to understand its basicsand to make sure that every other participant understands the basic information about that particular topic that was just presented.

Simulation

Title: Museum

Description: Participants are split into 2 groups – first group will play sculptures that will represent something in exibition, while the second group is spectators, who will guess, what is represented by specific sculpture or sculpture group.

Discussion

Description: Facilitator sets the topic and rules of discussion that are agreed by participants. Discussion continues on the topic following the specifc structure, and is concluded by debriefing.

Reflection

Title: Five Fingers

Aim: To get feedback from participants of previous activities, summarize what new each of them have learnt

Materials: Papers, markers, peaceful space

Description: Participants are asked to draw their hand on a paper. For each finger of a hand there is a specific question:
• What did you like the most?
• What you didn't like?
• What is the most important thing you learnt?
• Did you discover anything new about yourself and if so, what is it?
• Small details that touched you spiritually.
After answering the questions everyone is invited to share and reflect on their answers.

Discussions. Resume

Sport and social inclusion - Discussion about possibilities of the sport as tool of social inclusion in different EU countries.

Sport is important for people with disabilities, as they sometimes are having physical activities as part of the rehabilitation process, so they are more engaged in sports and they have higher motivation. Disability serves as a motivation to do more physical activities, as it helps to regenerate abilities that may be limited. Sport as a tool for social inclusion requires public support, as there is a need for specific equipment and skilled staff. Different countries have different approaches and different availability of equipment.

Sport and social inclusion – Discussion how to include different groups in risk of social exclusion in youth community through sport.

Sport serves as a tool for inclusion of different ethnic, linguistic and cultural groups, this usually happens in nonformal environment.

Integration versus inclusion – Integration is including people with disabilities in society, while Inclusion is using specific approaches to provide access to the sports for disabled people.

Sport for youth – Discussion about what sport means for Youth.

Sport is useful and it is important part of active lifestyle, and it is important that friends or peers are active and they are capable to involve others in their sport activities, and there is a need for strong motivation for the youngsters to do sports on a daily basis, thus also becoming professionals in sport. Lack of such friends can be the reason of not being active.

Institutions provide availability of infrastructure and maintenance of infrastructure, thus encouraging youngsters to do more sports. Different NGOs focus on sport based on their topical interests, and provide interesting sport opportunities for Youngsters. It is important to work on promoting sport among youngsters in schools and kindergartens, and sport teachers have very important role in this process.

Development of appropriate infrastructure is an important issue, but this is investment in the wellbeing of the society. Also, branding (visibility, posters, involvement of celebrities) is very important, as global brands are well known and prestige.

Me and Sport - Story telling about personal experience with sport.

Participants like different types of sport – swimming, football, basketball, jogging and swimming, although everyone can do every sport, this is a matter of personal interest. It is import to know personal abilities not to harm themselves, because there is a need for gradual increase of activity. Sport is important to be in a good shape, and this helps to minimize digital addiction among youngsters. Sometimes sport opportunities are limited to youngsters, as there is a requirement to pay for membership for the access to selected infrastructure, and public sector is providing funding to secure affordable price.
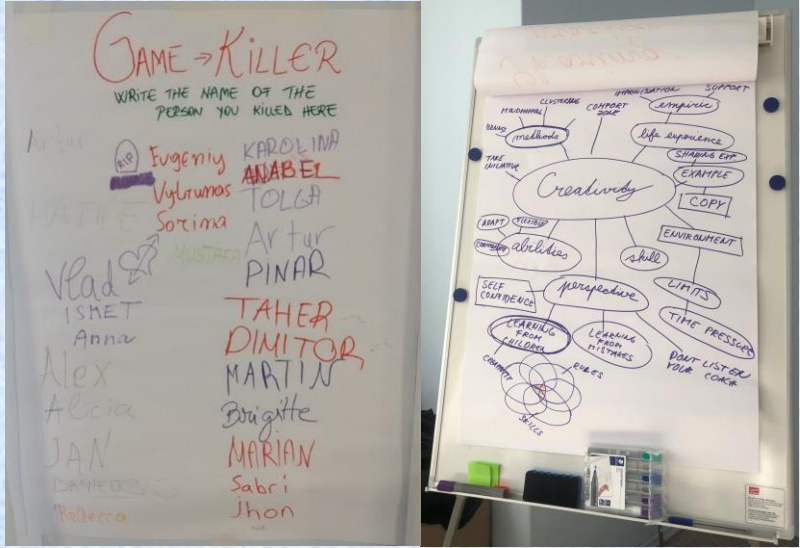
Participants' Experience

Taher, Czech Republic - The session at school was important when we created the games in groups with the students. the game that we played by the rescue team at the beach with the sticks

Sabri Mete, Turkey - I learned differences of "integration" and "inclusion", what can we for people who have disabilities etc. I improved my soft skills such as talking in front of public. My humanist ideas are more strong now because I realized that we are almost same even though we are from different cultures and countries.

Sorina, Romania - I really enjoyed the self-defense workshop because I think it is super useful to know how to react in difficult and dangerous situations. I also liked a lot the session about how can we involve disabled people in sport and what are the best practices regarding this topic in each participant country.

Fabio, Spain – I realized than sports are more important that it seems and it have a lot of potential in the inclusion and social frame

Ismet, Bulgaria – I liked the games in the park. It was very fun and enjoyable.

Danielis, Lithuania – It was important to see how people with disabilities are included to go for a swim in the sea, it was an example of how people with disabilities can be included to do what can do everybody.

Arturs, Latvia – I noticed that sport can really contribute to the social inclusion of youngsters with fewer opportunities and disabilities, and this is really important.

Erasmus+

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, and gain experience abroad.

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Aims:

The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.

Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

Reducing unemployment, especially among young people

Promoting adult learning, especially for new skills and skills required by the labour market

Encouraging young people to take part in European democracy

Supporting innovation, cooperation and reform

Reducing early school leaving

Promoting cooperation and mobility with the EU's partner countries

Networking and training

Erasmus+ supports the professional development of youth workers through training or networking periods abroad.

Periods abroad can consist of training courses, study visits, job shadowing or observation periods at relevant organisations and more.

Networking and training is open to people aged 18+

For more information visit: http://ec.europa.eu/programmes/erasmus-plus/opportunities/networking-and-training_en

Youth exchange

Youth exchanges allow groups of young people from different countries to meet, live together and work on shared projects for short periods.

Youth exchanges are open to people between the **ages of 13 and 30**.

For more information visit: http://ec.europa.eu/programmes/erasmus-plus/opportunities/individuals/young-people/youth-exchanges_en

Youthpass and 8 Key Competences

As result of successful participation in Erasmus+ activities, You can receive document confirming Your participation - "Youthpass".

Youthpass is a process of reflection that helps to define and describe learning outcomes in a youth project, leading to a certificate that documents these learning outcomes. It is used for recognition of non-formal learning within Erasmus+ program, which is based on reflection and dialogue about learning. Youthpass certificates are available for:

- Youth Exchanges
- European Voluntary Service
- Erasmus+ Volunteering
- Mobility of Youth Workers
- Youth in Policy Dialogue (Structured Dialogue meetings)
- Strategic Partnerships in the Youth Field
- Transnational Youth Initiatives
- Volunteering Projects
- Solidarity Projects
- Jobs Projects
- Traineeships Projects

In this document You can find what You have done and learnt during the project. This tool to systemise Your achievements usually consisting of the following parts based on the 8 Key Competences:

- Literacy competencies
- Multilingual competencies
- Cultural awareness and expression
- Sense of initiative and entrepreneurship
- Personal, Social and learning to learn competence
- Digital competence
- Mathematical competence and competence in science, technology and engineering
- Citizenship competencies

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