Structure of the training document

SCOUT TRAINING PROGRAM

Seminar: 1

Title: Inclusion and participation

Author: Jesús Soldevila Pérez

PART A. THEORETICAL DEVELOPMENT OF THE TOPIC

INTRODUCTION

Participation in sport is recognized as a human right under the terms of the United Nations Universal Declaration of Human Rights (UDHR), as a component of 'participation in the community's cultural life. Therefore, those young people who are excluded from sports can, in a certain way, be also excluded from their community. In order to guarantee this right, it is essential that the clubs become aware of the importance of sport as an instrument of inclusion. To accompany the clubs in this awareness, this seminar collects some of the concepts related to inclusion and provides some examples of the elements that can function as barriers that prevent the presence, participation, and achievement of all sportswomen.

OBJECTIVES AND CONTENTS

Objectives:

- Raise awareness among sports clubs about the concept of inclusion and exclusion linked to sport.

- Promote familiarization of the clubs with the fundamental concepts and elements that define inclusion and exclusion processes.

- Provide sports clubs with the knowledge/strategies to analyze and identify those elements that function as barriers to the development of inclusive cultures, policies and practices.

Contents:

Sport as a right

Sports as an important tool for inclusion

Defining elements of the processes of inclusion and exclusion

The barriers to presence, participation, and achievement.

Transforming club actions

- Action 1. Discovering barriers.
- Action 2. Getting to know each other.
- Action 3. Building Belonging.

DEVELOPMENT OF THE CONTENT

Participation in sport is recognized as a human right under the terms of the United Nations Universal Declaration of Human Rights (UDHR), as a component of 'participation in the community's cultural life. Therefore, those young people who are excluded from sports can, in a certain way, also be excluded from their community. Inclusion and exclusion are two sides of the same coin and therefore, anything other than promoting actions in favour of inclusion can make us complicit in exclusion.

Women and girls are a marginalized group that can benefit from sports participation, as they are often excluded from sports programs and face gender marginalization in sports participation. We understand inclusion in sports from an intersectional perspective that wants to offer each person full respect, dignity, value and belonging, covering the entire population without distinction due to gender, race, culture, sexual orientation, religion, economic possibilities, etc.

Sport is recognized as a powerful tool for social inclusion and positive social change. It can promote cooperation, solidarity, tolerance, understanding, and diversity. Through sports activities, people from different backgrounds can come together to learn new skills, build relationships, and develop a sense of belonging. Sports can also help break down barriers between different groups and promote equality. Therefore, sport is an essential tool for promoting inclusion in society.

What is inclusion about?

The approach to inclusion can be carried out from different frameworks. In this case, we have focused in two different frameworks. The first one, is about creating an inclusive environment has been associated with the creation of inclusive Cultures, producing inclusive Policies, and evolving inclusive Practices.

Cultures are the foundation on which we build practices and policies. Creating an **inclusive culture** in sports organizations is important to:

- become aware of how inclusive the organization is today
- accept, respec and promote diversity
- develop more inclusive processes and build inclusive mindsets
- confronting inappropriate behaviour, encouraging positive interactions, and making people of all backgrounds and characteristics feel welcome.

Practices are the main goal of the process. Evolving **inclusive practices** in a sport club, it is important to:

- provide opportunities for all individuals to participate in sports and fitness activities.
- give individuals positive social and health outcomes by being part of an inclusive sport environment
- make people from all backgrounds feel welcome, respected, valued and to have the sense of belonging

Policies are the organizational forms that can contribute to the development of inclusive practices and cultures in clubs. To **produce inclusive policies** in a sports club, it is important to:

- understand different needs and embedding inclusion in all their operations
- make people feel welcome, respected, and that they belong at the club, ensuring that there is no discriminatory behaviours within the club
- attract new members of the community who are looking for an inclusive environment (by increasing club awareness and building a positive reputation).

To promote inclusion, the second framework is necessary. It is important to understand that Inclusion is also about the Presence, Participation and Achievement of all in the club. This framework can intersect with the previous one so that cultures, policies, and practices are focused on all girls having the opportunity to be present, participate and achieve in the club.

These three conditions are essential to assess whether a club has an inclusive character. To carry out this evaluation, we could ask ourselves:

Do all the girls have the opportunity to be present in the club?

If are able to answer yes, then we could ask ourselves: when they are in the club, Can they participate?

And finally, we could also ask ourselves: Is their participation promoting their achievement?

If the answer to these questions is negative, it is because these 3 conditions can be limited by barriers.

Barriers are those elements of the context that interact with people's characteristics to prevent presence or participation or achievement or all Barriers can be of different nature. In this sense, these two frameworks intersect again since the barriers can be related to cultures, practices or policies. Some examples of these barriers could be:

Social stigma

Lack of early experience in sport

Lack of opportunities for girls to practice sport

Body image issues and sexism in the sports industry

Lack of work on the attitudes of welcome and belonging to the club

Discriminatory behaviour or lack of respect from the coaches towards the players

Lack of understanding of the behaviours of certain cultures in relation to the club

Lack of communication between clubs and families

Lack of accessible transportation, unsafe streets, and distance to the location of the sports program can also create barriers for young girls who need help getting there.

Club or sports rules that clash with girls' culture (such as dress code, using changing clothes rooms, etc).

Entering unknown places is one of the most difficult barriers to overcoming alone

Lack of role modelling the behaviour you want to see in your team and organization.

Lack of openness to new voices and learning from the experiences of those who are marginalized

Etc.

Identifying and eliminating barriers is the path that can lead clubs towards cultures, practices and policies that allow the presence, participation, and achievement of all athletes.

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PART B. MONITORING PROPOSAL

In this section, we have prepared some actions and dynamics that we think clubs could implement to put into action some of the contents of the seminar and improve inclusion. All actions have different natures, but all together can help clubs to increase awareness about their position on inclusion and exclusion and the processes that they can start from the analysis and identification of those elements that function as barriers. Therefore, these activities and dynamics can be pointed to different target groups.

ACTIONS OR DYNAMICS

ACTION 1

Name: Discovering barriers.

Target group: This activity can be developed by all members of the club: players, coaches, managers, club staff or families

Description/Deployment/Timing

This activity consists of organizing into groups of 4 and carrying out the 1-2-4 technique to answer the questions that are asked. The 1-2-4 technique consists of carrying out the activity at 4 different moments. The first, 1, individually, the second, 2, in pairs, the third in teams of 4 and the fourth in a large group. Thus, first, the questions are answered, and the answers are written down on a sheet individually (10'). Then the answers are contrasted in pairs (15'). Answers can be added, expanded, related, etc. Immediately afterwards, the same action is carried out with the team of 4 (20'), and finally, the answers that have been reached are shared with all the participants.

A variant may consist of creating groups of 4 between the different groups that make up the club (managers, staff, coaches, players).

The questions to answer are:

What barriers do you think people at risk of exclusion encounter to practice sport?

What barriers do you think there are in your club that prevent presence, participation, and achievement?

Achievements: We should get a list from the perspective of all parts of the club (players, coaches, managers, club staff and families), which are the elements that can act as barriers to the presence, participation, and

achievement of all athletes. This list should help us think about what actions should be taken at the level of cultures, policies, and practices to eliminate these barriers.

General coach's attitude

Other considerations: The most important thing is that all people have a voice to identify which elements can function as barriers.

ACTION 2

Name: Getting to know each other

Target group Players

Description/Deployment/Timing

This activity consists of deepening mutual knowledge to take the first step towards a sense of belonging. By participating in this activity, players should increase their sense of understanding of and connection with each other. Finding things in common can create a more inclusive atmosphere and help foster a sense of belonging and improve the relationships.

This activity consists of grouping the players in pairs. The members of these pairs will ask each other 10 to 15 questions about their personal lives. As if they were realizing an interview. It is recommended to write down the answers to remind them more. When the interview is finished, each player must present to the others their couple. Every time a presentation is over all the team members applauds. Then the rest of the players can make personal comments about something they felt identified with or ask new questions to the person presented for more depth.

Achievements: This can help to build a sense of community and belonging in the team/club, therefore, avoid exclusion and promote inclusion.

General coach's attitude:

The coaches must try to energize them, ask them or comment, and if there is someone who did not receive any question, they should comment on something or formulate a new question for them. They should encourage their players to find common ground and experiences with each other as well.

Name: Building Belonging

Target group Players

Description/Deployment/Timing

This activity consists of sharing ideas and feelings about belonging in a way that allows the participants to define the sense of belonging, be aware of the importance of belonging in the club and reflect on some strategies or actions that could be applied to promote belonging.

This activity is divided into two parts. In the first part, participants are divided into groups of 3-4. Each group has a worksheet with the questions below. One of the members of each group begins answering the first question, writing it on the worksheet and sharing it with the other members of the group. Then the second member does the same and the rest of the members do as well. They mustn't just answer the questions, they should exchange their experiences, thoughts, and feelings about the content. When the first question is answered by all members of the group, the second member answers the second question, and the same procedure is followed until all the questions have been answered.

Think if you have experienced a sense of belonging in a group:

- How did you feel?
- How did you know you belonged?
- What circumstances fostered your belonging?

Think if you have experienced that you struggled to be in a group or felt that you did not belong in a group:

- What happened?
- How did you feel?
- Did you want to belong? Why?
- What circumstances made it difficult for you to belong?

Think if you have witnessed someone else struggle to feel that they belong in a group.

- What happened?
- What did you do?
- How did you feel?
- Did you want to help this person? Did you do it? Why?

In the second part of the activity, the whole group exchanged their answers. And finally, all together can reflect using the questions below:

How do you think belonging or exclusion affects people? Have you seen these effects?

How do you think belonging or exclusion affects participation in the club?

How could we address situations of exclusion in our club? How could we enhance the sense of belonging and participation in the club?

Achievements: This can help to reflect form they own experiences and build a sense of community and belonging in the team/club, therefore, avoid exclusion and promote inclusion.

General coach's attitude:

The coaches must try to energize them, ask them or comment. They should encourage their players to express their feelings, ideas, and experiences with each other.

Other considerations:

This action can be done between different stakeholders as well. It is important to reflect on how a sense of belonging—or a lack thereof—impacts players' participation and achievement in the club.