



**Sport has the Power to Change the Europe!
European Sport Volunteers as a
Social Leader and Social Innovator**

603555-EPP-1-2018-1-TR-SPO-SCP

**Module-3: Social inclusion in sport projects:
Leaving no one behind!**



Co-funded by the
Erasmus+ Programme
of the European Union

<p>Module Description</p>	<p>This module addresses the issue of social inclusion in sport projects. It consists of the introduction of basic concepts to draw the framework. It will also introduce strategies to provide an inclusive environment. It emphasizes the role and involving process of volunteers in projects.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Describes basic concepts regarding social inclusion. • Explains strategies to structure an inclusive environment in projects. • Defines the points to be considered in the selection process of volunteers. • Explains the role of volunteers in inclusive projects.
<p>Learning Activities</p>	<ul style="list-style-type: none"> • To watch 1 introduction video • To watch 1 video tutorial • To complete 3 game-like interactive tasks mentioned in the video tutorial • To reading the article related to social inclusion • To reading the good examples/case study • To watch the expert video • To get 80 score from the quiz
<p>Estimated duration</p>	<p>Total workload is 2 hours including:</p> <ul style="list-style-type: none"> • 20 minutes for watching videos • 60 minutes for exploring obligatory reading material • 30 minutes for exercises
<p>Video Transcript</p>	<p>Introduction video:</p> <p>Hi! Welcome to Module 3 titled as social inclusion in sport projects: Leaving no one behind!</p> <p>In the age of migration, the number and importance of social inclusion projects have increased. In the societies involving people from different backgrounds in terms of ethnicity, religion, gender and ability, to provide equal access to opportunities for every citizen is one of the primary responsibilities of states and civil society. Projects conducted by civil society support to create an equalitarian atmosphere by both providing inclusive environment in their own body and organizing events to contribute social inclusion in the society.</p>

Some subjects are more favourable than others to support social inclusion in the field of civil society, i.e. sports and art form an extremely favourable ground for social inclusion.

In this lecture you will learn about the issue of social inclusion in sport projects. This module will contribute you to develop a perspective on social inclusion as volunteers. First, you will have a tutorial session on the issue with the title of "Social inclusion in sport: Leaving no one behind" You will listen to experts' ideas and read cases of social inclusion projects. You will take tests to make practice and quizzes to check what you learned. Now it's time, get ready to learn!

Video tutorial:

Today societies are more heterogenous than ever before in the history. To leave no one behind, the role of civil society is to conduct more inclusive projects and contribute to social inclusion of the vulnerable ones.

In order to provide a perspective to you as volunteers, first, you will learn what social exclusion and inclusion means, then the mechanisms of social exclusion and how to build an inclusive environment in projects. The strategies to create a more inclusive project will also be presented to you.

As it was stated by UN, **social exclusion** is a multidimensional phenomenon not limited to material deprivation; poverty is an important dimension of exclusion, albeit only one dimension. Accordingly, social inclusion processes involve more than improving access to economic resources.

Social exclusion describes a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state. So, there are different groups of people socially excluded in different societies in different exclusion levels.

Social inclusion is mostly defined with its relationship to social exclusion. It is basically based on the idea of inclusion of the excluded one.

UN describes social inclusion as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights.

Every person should reach the benefits of prosperity and enjoy minimum standards of well-being Enshrined in the 2030 Agenda of UN.

This is captured in the 17 Sustainable Development Goals that are aimed at freeing all nations and people and all segments of society from poverty and hunger and to ensure, among other things,

healthy lives and access to education, modern energy and information.

Recognizing that these goals are difficult to achieve without making institutions work for those who are deepest in poverty and most vulnerable. Providing equal access to justice and inclusive decision-making process will guarantee to the Agenda embraces broad targets aimed at promoting the rule of law, ensuring equal access to justice and broadly fostering inclusive and participatory decision-making.

It is important to remember! No single global, goal-setting agenda can adequately address.

A single global, goal setting agenda cannot adequately address multiple aspects of exclusion or comprehensively promote coverage, especially given the diversity of conditions around the world.

Social inclusion needs to be made into a policy with different goals, including different subjects and people. But it is important to define the principles and perspective. It should be defined as an interactive process, not a mere adaptation.

The task for the majority or receiving/hosting community: To be responsible to enable opportunities for the newcomers that they are able to integrate them into different settings and fields of society.

Sport is a significant tool to promote social inclusion. However, it has a strong link with social exclusion as well as social inclusion. We should problematize and critically point out the basic assumptions, distinctions, ideologies and research positions that form the concepts surrounding sports as a means of social inclusion.

Collins and Haudenhuy, on the other hand, argue that if such problematization and revelation are not carried out empirically, sports-based social inclusion policies and programs will be insufficient in the face of the exclusionary powers such plans are trying to combat. Therefore, it incorporates and reproduces inequality mechanisms existing in the society.

Sport can be discriminatory and create conflicts - no positive results can be achieved with every sporting event. Therefore, it is important to examine, create and implement ways in which sports and physical activity can lead to social inclusion and integration.

WE SHOULD USE PROPER STRATEGIES TO INCREASE INCLUSION

First of all, we should give voice to excluded one.

	<p>In the projects, with the aim of social inclusion of people via/in sport it is important to cover the perspective of excluded ones. As Dağkas and Armor stated this is an important tool to activate them in sports and physical activities. It is also important to include individuals with little or no sports experience.</p> <p>Second, we should target excluded groups as well. Inclusion can be achieved through changing the knowledge, attitudes, perspectives and behaviours of both excluding and excluded.</p> <p>Third, we are supposed to understand exclusionary mechanisms. It is important to examine exclusionary mechanisms first to provide effective policies for inclusion. “Merely” raising participation rates of specific target/problem groups (and fixing the presumed personal deficits of such groups), leaving the exclusionary mechanisms of such policies and practices mainly unproblematized and under-examined create the risk for reproduction of such inequality and discrimination.</p> <p>Spandler reminds us that we need to be mindful of (i) the contexts in which inclusion policies and (sport-based) interventions are implemented; (ii) the assumptions that lie, often implicitly, behind such policies and interventions; and (iii) the consequences of such policies and interventions.</p> <p>Fourth , we should select and train volunteers. Training for volunteers should be provided before and during the activities. Supervision of volunteers during the activities is important.</p> <p>Volunteers themselves should include different groups of people. People from the target group of the Project or event should be included in the volunteer groups to provide an equal atmosphere.</p>
<p>Gamification-Based Interactive Tasks</p>	<p>Task-1: Read the statement of IOC for “Who we are” which you can find at the link below, https://www.olympic.org/about-ioc-olympic-movement</p> <p>Do the IOC make clear statements about social inclusion? If you think so, write them down:</p> <div data-bbox="616 1765 1406 1921" style="border: 1px solid #0070C0; border-radius: 15px; height: 70px; margin: 10px 0;"></div> <p>Task – 2: Examine the philosophy of grassroots football and explain if that philosophy is convenient for social inclusion projects and why?</p>

<https://grassroots.fifa.com/en/for-kids/philosophy-of-grassroots-football.html>

OR

Examine the philosophy of grassroots football which you can find at the link below, fill the chart with the missing principle of that philosophy.



Reading

#OneTeam: Athletes stand up for inclusion in sport:
https://www.youtube.com/watch?v=vhsYf_KQcE

Increasing participation opportunities for disabled people in sport:
<https://www.youtube.com/watch?v=gc7CAAdDoBGU>

Introduction to the Issue “Sport for Social Inclusion: Questioning Policy, Practice and Research”:
<https://www.researchgate.net/publication/318033203>

Leaving no one behind: the imperative of inclusive development
<https://www.un.org/esa/socdev/rwss/2016/executive-summary.pdf>

<p>Reading Good Examples/Case Study</p>	<p>HAREKETIN ÖZGÜR (YOUR MOVEMENT IS FREE) (Link) A CENTER FOR ACTIVE LIFE OF CHILDREN WITH SPECIAL NEEDS (Link)</p>
<p>Expert Video</p>	<p>The significant points to be considered to conduct a successful inclusive sport project.</p>
<p>Quiz (for MOOC)</p>	<p>1- Question: Which one is not one of the strategies to operate a successful social inclusion project.</p> <ol style="list-style-type: none"> Give voice to excluded one Invest money to sponsorship Select and train volunteers Understand exclusionary mechanisms. <p>2- Question: Which one/ones are the definition of social inclusion?</p> <ol style="list-style-type: none"> the process of improving the terms of participation in society, particularly for people who are disadvantaged. a multidimensional phenomenon not limited to material deprivation a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state. It is basically based on the idea of inclusion of the excluded one. <p>a. I and II b. I and IV c. III and IV d. II and IV</p> <p>3- Question: In which conditions, sport can be socially exclusive?</p> <ol style="list-style-type: none"> We should problematize and critically point out the basic assumptions, distinctions, ideologies and research positions that form the concepts surrounding sports as a means of social inclusion. We should carry out problematization and revelation empirically it is important to examine, create and implement ways in which sports and physical activity can lead to social inclusion and integration All of the above <p>4- Question: What's the task of hosting community for social inclusion of the new comers?</p> <ol style="list-style-type: none"> To be responsible to enable opportunities for the newcomers that they are able to integrate them into different settings and fields of society.

	<ul style="list-style-type: none"> b. To interrogate the reasons of migrants' migration c. To support education policies d. To tolerate their presence <p>5- Question: Which one is not one of the strategies to choose volunteers for projects on social inclusion. for volunteers is important in social inclusion projects</p> <ul style="list-style-type: none"> a. Include volunteers from vulnerable groups b. Plan and implement trainings for volunteers c. Design a project providing supervision for volunteers during the process. d. Give no training to volunteers to let them for improvisation.
<p style="text-align: center;">Questions (for Gamification)</p>	<p><u>2 easy questions:</u></p> <ol style="list-style-type: none"> 1. Which one is not one of the strategies to operate a successful social inclusion project? <ul style="list-style-type: none"> a. We should give voice to excluded one. b. We should target excluded groups as well. c. We are supposed to understand exclusionary mechanisms. d. We should help them financially 2. Why sport is a useful vehicle for social inclusion projects? Catch the right answer. <ul style="list-style-type: none"> a. You can easily overcome the language barrier. b. Sport also provides those with a disability an opportunity to showcase their talents and challenge stereotypes. c. Such activities provide opportunities for marginalized and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups. d. All of the above <p><u>2 medium questions:</u></p> <ol style="list-style-type: none"> 3. Choose the right definition of social inclusion. <ul style="list-style-type: none"> a. the process of improving the terms of participation in society, particularly for people who are disadvantaged b. a multidimensional phenomenon not limited to material deprivation c. a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state. d. None of the above

4. Choose the right definition of social exclusion

- a. Inclusion of the excluded one
- b. a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state.
- c. Isolation of people who commit crime
- d. Sustainable support for the vulnerable groups

1 difficult question:

5. Which question below is one of the reminding's of Spandler for sport for social inclusion projects?

- a. The contexts in which inclusion policies and (sport-based) interventions are implemented;
- b. The assumptions that lie, often implicitly, behind such policies and interventions; and
- c. The consequences of such policies and interventions.
- d. All of the above