



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

**- ERASMUS+ KEY ACTION 2 -**  
**- STRATEGIC PARTNERSHIP IN ADULT EDUCATION -**

# **Manual on Sport for Soft Skill Development in Adult Education**

**SUSTAINABLE DEVELOPMENT THROUGH SPORT**  
**2019-1-TR01-KA204-07742**

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."





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

## Acknowledgement

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

- Project Title: Sustainable Development Through Sport
- Project Action: Erasmus+ KA2 Strategic Partnership in the field of Adult Education
- Project Reference Number: 2019-1-TR01-KA204-077742
- Project Consortium:
  1. Istanbul Culture and Sport Association from Turkey (Coordinator)
  2. Sport Istanbul from Turkey (Partner)
  3. CEFE Macedonia from N. Macedonia (Partner)
  4. Association INTERCULTURA from France (Partner)
  5. POVOD Institute from Slovenia (Partner)
- Contributors:

M. Volkan Müderrisoğlu - Senior Trainer from IKOS  
İlknur Dinç - Project Coordinator from IKOS  
Selcan Erdoğan - Administrative Staff from IKOS

Jovan Stalevski - Senior Trainer from CEFE Macedonia  
Dejan Jovcheski - Administrative Staff from CEFE Macedonia

Fabrice Le Floch - Senior Trainer from INTERCULTURA  
Francois Guyot - Administrative Staff from INTERCULTURA

Samar Zughool - Senior Trainer from POVOD  
Robert Krizanic - Administrative Staff from POVOD
- Finalization of Manual is done on December 2020







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

## CONTENT OF THE TABLE

Foreword	4
Introduction to the manual	5
About the Project	6
<b><u>Chapter I. An educational approach: Education through Sport (ETS)</u></b>	<b>7</b>
I.1 Introduction	8
I.2 Definition	9
I.3 Benefits of practicing ETS	11
I.4 What is the difference between Education FOR, BY and THROUGH Sport?	14
I.5 Historical aspect of the use of sport - a scientific approach from a sociological point of view	20
I.6. What is Not Education through Sport?	22
<b><u>Chapter II. Methodology of Education through Sport</u></b>	<b>24</b>
II.1. Introduction to the chapter	25
II.2. Definition of methodology and its link to social competencies	26
II.3. The basic principles of the ETS approach	28
II.3.a. Principle 1: Connection to pedagogical approach	28
II.3.b. Principle 2: Debriefing as the core element of ETS practice	28
II.3.c. Principle 3: The “missing link” between sports and non-formal education	29
<b><u>Chapter III. Exercises for practice</u></b>	<b>36</b>
III.1. Introduction to the exercises	37
III.1.a. Selection of topics and exercises	37
III.1.b. The descriptions of the exercises	42
III.1.c. What learning outcomes do we see in the exercises?	43
III.1.d. Further development	44
<b><u>Chapter IV. Sport for Sustainable Development Goals</u></b>	<b>45</b>
IV.1. Introduction of how Sustainable Development Goals can contribute to Sport and Sport can benefit to Global Actions	45
IV. 2. Connection of Selected SDGs within our project and Sport	48
References	53

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."





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

## FOREWORD

As Istanbul Culture and Sport Association (IKOS), sport is an effective tool we use for social empowerment. Due to our experiences in the sport field, we observed that sport provides a physical development and a universal framework of values. These values are equality, respect, fairness, inclusion which activate learning and complement cognitive skills. Additionally, IKOS invests in empowerment of various individuals coming from disadvantaged background who obtain soft skills, self-confidence and shaping their life via sport. Therefore, education-based sport activities are our main methodology to educate and motivate young people to take their lives in their hands.

When we look at the outcomes of the usage of sport in the life of each individuals, we can clearly see the development of leadership skills, sense of active citizenship, open space to realize their potential, socialization with other peers, growth of self-confidence and self-awareness. With Sustainable Development Through Sport project, we have come up with an innovative methodology which shows the connection between Erasmus+ Key Competences and Sustainable Development Goals. With the recognition of sport as one of the educational tool, we believe that hidden agenda trainings which is based on Education Through Sport methodology have more to offer to support the learning process of each individual.

Thanks to this project, our initial starting point is derived as increasing the competences of the people in NEET between 20-34 years old by focusing on more women since we face serious gender gaps among the countries, we wanted to activate the potential of women in NEET by increasing the methodological capacity of Adult Educators, Sport Coaches, Sport Trainers to contribute their development. Thanks to this opportunity under Erasmus+ Program, we have found chance to come together with various stakeholders in sport field to contribute the ongoing methods and the mindset to use sport as one of the educational tools.

To all of you who will read this, I hope you find it useful in your daily work across Europe.

**İlknur DİNÇ**  
**Project Coordinator from IKOS**

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."





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

## WHAT IS THIS MANUAL FOR?

Our project is based on the numeric datas of people aged 20 to 34) neither in employment nor in education and training (NEET). According to Eurostat Statistics on young people neither in employment nor in education or training, 17.2 % of the 20-34 olds in the EU in 2017 in 'NEETs'. Across the EU Member States there can be seen a wide variation in NEET rates in 2017. There were 10 Member States that recorded NEET rates above the EU-28 average of 17.2 %. Among these, by far the highest rates were recorded in Italy and Greece, where approximately one third of all young people aged 20–34 were NEET (29.5 % and 28.8 % respectively); there were also very high rates in North Macedonia (37.4 %), Turkey (33.4 %).

When we analyze the facts through sex and age categories, there is a considerable difference between the sexes in relation to the proportion of young people who were NEET. In 2017, more than one fifth (21.5 %) of young women (aged 20–34) in the EU-28 were NEETs. Turkey and Macedonia are two countries who are facing with the highest rates differences between sexes. The women in NEET in Turkey appears with 52.4% and Macedonia with 44.4%, France follows these two with 21.4% percentage. On the other side, Slovenia relatively can be considered in better position. But even in Slovenia, 1 over 7 women is in NEET. In the light of these statistics, young women are more at risk of becoming NEETs than young men in almost all countries.

After we see all these numbers, we believe that prevention of high women NEET rate is passing by raising awareness and improving the key competences of these young women to involve them as more active parts of our societies. The young women who can raise their awareness on Social and Civic Competences, Sense of Initiative and Entrepreneurship, Learning to Learn; can easily reach an active role in their societies. In order to make this change, we believe that Adult Educators' role are crucial. The Adult educators who will directly focus on development of their key competences, will be able to spread these change and create chain effect in their societies by creating the necessary tools through sport which will be implemented women in NEET. With this manual, we have created the guiding methodological backgrounds to lead the Adult Educators, Sport Coaches, Sport Trainers to conduct educational based sport activities and provide learning zone for the people in NEET, especiall women in NEET.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."





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

## ABOUT THE PROJECT

Our project named “Sustainable Development Through Sport” with 2019-1-TR01-KA204-077742 reference number under Erasmus+ KA2 Strategic Partnership in the field of Adult Education is approved by European Commission and Turkish National Agency.

Project Consortium is consisting of organizations from Turkey, France, N. Macedonia and Slovenia. Organizations are;

- Istanbul Culture and Sport Association (Coordinator Organization)
- Istanbul Metropolitan Municipality Sport Istanbul (Partner Organization)
- Association INTERCULTURA (Partner Organization)
- CEFE Macedonia (Partner Organization)
- POVOD Institute for culture and the development of international relations in culture (Partner Organization)

The project aims to develop the key competences and raise the knowledge of UN Sustainable Development Goals of adult educators/trainers and empowering disadvantaged women groups (women between 20-34 years old in NEET) through using sports at the local and international levels. To contribute this overall aim, below specific objectives and activities are planned to held:

- To increase the knowledge of adult educators / trainers within the context of the relationship between “Key Competences of Erasmus + Program and the Importance of Lifelong Learning” and UN Sustainable Development Goals
- To increase the women’s awareness about “Self-Expression, Social and Civic Participation and Individual Learning Processes by creating sports opportunities.

In the project action plan, there will be 5 Transnational Project Meetings, 4 Learning Teaching Training Activities, 2 Intellectual Outputs, 8 Local Sport Activities organized in 4 countries. Two important intellectual outputs are planned to be created as the manual that you are reading now (IO1 - Sport for Soft Skill Development in Adult Education) and IO2 as the project website ([sportforsdg.com](http://sportforsdg.com)) with a tool kit including 60 Education-Based Sport Tools together with their short videos.

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."





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

## CHAPTER - I

# An Educational Approach: Education Through Sport (ETS)



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

# **AN EDUCATIONAL APPROACH: EDUCATION THROUGH SPORT (ETS)**

## **I.1. Introduction**

According to the words of Douglas Hartmann\*, sports are extremely powerful tools for development, especially within international communities. This particular chapter of the Manual aims at achieving understanding of what the educational aspect of sport is when used in non-formal learning practice. In order to better understand the concept, we will focus strongly on the pedagogical dimension of sport used in a non-formal educational context to provoke a positive social change.

Since the beginning of the 21st century the priority guidelines of the European model of development include the spirit of innovation, the development of a knowledge-based society and improving economic competitiveness for better social cohesion. In this context, education plays an important role and involves a reflection concerning better complementarities between different educational patterns in order to achieve the objectives set up by the European strategies.

Education needs to offer tailor-made learning forms to citizens in order to enable them to develop new competences; the idea being to explore new educational forms which complement each other, as new qualifications are essential for achieving economic competitiveness.

The concept of lifelong learning is one of the tools for achieving these objectives. The idea of lifelong learning is to have an impact on the development of a knowledge-based society by enabling citizens to improve their knowledge, skills and attitudes. The approach of Education Through Sport (ETS) is fully part of the lifelong learning process.

\*Douglas Hartmann, Professor and Associate Chair, Department of Sociology, University of Minnesota, Minneapolis, MN 55117





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

Through this chapter, a definition of ETS as a concept will be introduced. We answer the question, “What exactly is ETS as an educational/learning approach?” In addition, we will speak about what this pedagogical approach refers to, and what are its benefits. We will explain the key competences ETS could address. Potential learning outcomes of ETS, referring to the key competences established by the EU Commission, will also be stated. In the last part of this chapter a historical and sociological approach of sport and the use of sport as an educational tool will be presented. We will see how sport and physical activity were used in the history in order to educate and develop diverse competences. And, finally, we will examine the question of what ETS is NOT, and this will show a clear difference from other uses of sport that are outside the concept of ETS.

## 1.2. Definition

Many definitions of what ETS is can be provided. First of all, we can introduce a definition for the concept of non-formal education, which implicitly includes ETS.

According to the Compass Manual on Human Rights (Council of Europe) “Non-formal education refers to any planned programme of personal and social education for young people designed to improve a range of skills and competencies, outside the formal educational curriculum. Non-formal education as practised by many youth organisations and groups is:

- voluntary;
- accessible to everyone (ideally);
- an organised process with educational objectives;
- participatory and learner-centred;
- about learning life skills and preparing for active citizenship;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented;
- based on experience and action, and starts from the needs of the participants”\*

\*COMPASS, A Manual on Human Rights Education for Young People, Council of Europe, 2002





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

Moreover, the definition given in the AEGEE Book for non-formal education, quite similar to the one in the Compass Manual, states that:

“Non-formal education is an organised educational process which takes place alongside the mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Non-formal education gives young people the possibility to develop their values, skills and competencies others than the ones developed in the framework of formal education. Those skills (also called ‘soft skills’ ) include a wide range of competencies such as interpersonal, team, organisational and conflict management, intercultural awareness, leadership, planning, organising, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

What is special about non-formal education is that individuals, participants are the actors actively involved in the education/learning process. The methods that are being used aim at giving young people the tools to further develop their skills and attitudes. Learning is the ongoing process, one of its crucial features is learning by doing. “Non-formal” does not imply unstructured, the process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.”\*

We will now introduce four different proposals that try to define ETS. These were developed by participants of Training of Trainers in Education through Sport (International Sport and Culture Association) during the one-year training course. This was a long term educational program to enable trainers involved in the non-formal educational field and sport coaches to improve their competences in applying ETS. The presented definitions introduce the concept of ETS seen by non-formal educational practitioners in such a context, as well as people involved in sport coaching, all using non-formal learning approaches in their daily work.

\*Non Formal Education Book: The impact of Non Formal Education on young people and society, AEGEE Europe





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

- **Definition 1-** Education through Sport is a method of developing key competencies in various aspects of life using sport and physical activities.
- **Definition 2 -** Education through Sport is a pedagogical approach that uses sport and physical activity as a vehicle to spread a set of values in order to develop specific competences which can improve different fields in/of life. Education through Sport helps to enhance social, cultural, moral, ethical competencies to provide changes at personal, professional and social levels.
- **Definition 3 -** Education through Sport is a process of learning and teaching using personalised systems to provide skills, knowledge and experience in many aspects of life.
- **Definition 4 -** Education through Sport includes a learning process that uses sport and physical activity as a vehicle to implement real life skills and competences for individuals or groups.

These definitions offer diverse aspects and several different perspectives of how ETS could be described. In order to sum up these four definitions we could summarise that:

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.

### 1.3. Benefits of practicing ETS

This section will explain the benefits of using sport in a non-formal educational context. Hereby the potential effects of ETS practice will be explained and we will give the reasons why ETS brings added value to the non-formal education sector, as well as to the sector which uses sport practices on a daily basis.





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

United Nations states that, “By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence, and leadership and teaches core principles such as tolerance, cooperation, and respect. Sport teaches the value of effort and how to manage victory as well as defeat. When these positive aspects of sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals”\*

Many non-formal educational practitioners consider sport and physical activity as powerful learning tools and know that ETS could bring strong added value to the sport sector within the non-formal learning context. The sport practice may have a structural impact in terms of education and socialization. Thus it's quite natural that the main actors involved in ETS practice analyse sport beyond its borders in order to build projects in which sport and physical activity become tools for social transformation

To better understand the context of ETS and its potential effects, it is important to see both the sport and educational sectors separately at first in order to be able to make the link between them and combine them later on.

Considering first the sport component, we refer to many pieces of research which have already been done. It is proven that sport and physical exercise have a variety of positive effects on health. They help people to stay physically fit, to reduce body fat, to control weight, to increase stamina, to strengthen bones and improve balance and flexibility. Engaging in regular physical activity reduces coronary mortality. It also reduces the likelihood of Type 2 Diabetes and Alzheimer's disease in older age. Sport and physical exercises could also help to prevent other chronic diseases including cardiovascular disease, cancer, hypertension and osteoporosis. Regular physical activity could also be helpful when addressing a number of psychological disorders.

\*United Nations Inter-Agency, Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. Journal of Sport and Social Issues, 35(3) 284-305





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

Studies have shown that moderate intensity exercise can have a positive influence on depression, anxiety, self-worth, self-esteem and body image. Physical activity reduces stress, improves our mood and helps to form general wellbeing.

On the other hand, non-formal education focuses on the learning needs of every learner, allowing individuals to identify their own needs and to propose solutions. The non-formal educational approach sees learners as a resource and respects their values and contributions. The learners share their experiences so they are able to learn from each other. The approach combines relevant activities which are adapted to the needs of the learners and are aimed at achieving practical outcomes.

In their manual dedicated to non-formal education, Peace Corps provide a very good explanation of non-formal education as an approach to education. It is distinct from formal education by its methods. Participants exercise varying degrees of control over the process, from designing their own learning and using the facilitator as a resource person (for example, in a youth exchange or in a youth initiative), to attending a learning activity where the content is planned in advance. In a nutshell, non-formal education is an approach to education that can be used with adults, youth, or children, within the working room or outside of it. An integral part of non-formal education is that learners participate in the design, development, implementation and evaluation of their own learning.\*

According to Hartmann and Kwauk's research, besides the visible physical and psychological effects, participation in sport activities could also have positive social and economic effects. Sport is considered as a way to combat poverty, unemployment, to prevent crime and segregation. It is also believed that it can help to enhance empowerment and social connection of young people, especially the ones living in underprivileged environment. Hartmann and Kwauk say that participation in sport and physical exercise improves social behaviour and helps social relationships to be consolidated. It can serve as a vehicle to improve social and professional skills and also as a tool to increase educational attainment.\*

\*Non-formal Education Manual, Peace Corps, 2004, INFORMATION COLLECTION AND EXCHANGE, ICE NO. M0042

\*Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. Journal of Sport and Social Issues, 35(3) 284-305





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

- 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.

	<i>Education FOR sport</i>	<i>Education BY sport</i>	<i>Education THROUGH sport</i>
<i>Why?</i>	<i>For the sport itself</i>	<i>For a good cause</i>	<i>For life</i>
<i>Specific objective</i>	<i>Improve sport competencies for competition</i>	<i>Improve public health and well-being</i>	<i>Personal development and social learning</i>
<i>Approach</i>	<i>Technical skill-based</i>	<i>Functional</i>	<i>Existential, socio-cultural</i>
<i>Aim</i>	<i>Success and winning</i>	<i>Functioning better</i>	<i>Citizenship</i>
<i>Outcomes</i>	<i>Awards, better technical skills (some added value)</i>	<i>Social welfare</i>	<i>Empowerment</i>

- 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.





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

A recent practical example of this approach is the “NowWeMove Campaign”, initiated by the International Sport and Culture Association in 2012. The main aim of this Campaign is to facilitate cross-sector collaboration for promotion of participation in sport and physical activity. Its specific objectives include raising the awareness about the benefits of sport and physical activity among European citizens, increasing accessible opportunities to be active in sport and physical activity by developing new and up-scaling existing initiatives and enabling sustainable and innovative capacity-building through advocacy and open-sourced solutions. MOVE Week is the biggest European sport-for-all event which promotes participation in sports across the continent and targets a broad spectrum of stakeholders such as sport clubs and organisations, cities, communities, institutions and individuals. MOVE Week happens through different community events at a local, national and international level to further participation in sport and physical activity.

### 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.





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

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). *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.

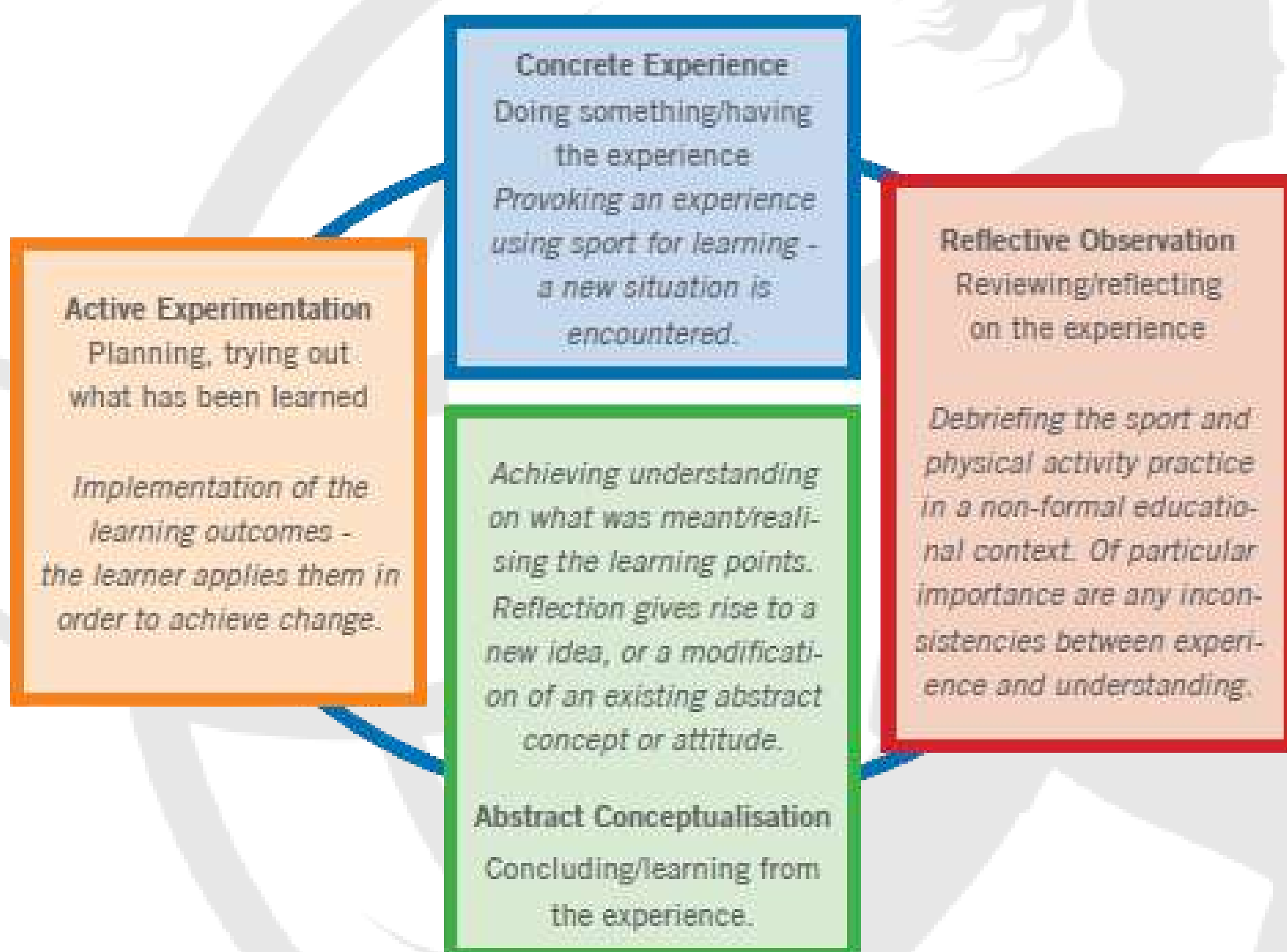




Co-funded by the  
Erasmus+ Programme  
of the European Union

Specifically, professionals leading such processes for the implementation of the educational and social function of sport, design non-formal 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.

### Kolb's Experiential learning cycle linked with ETS



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.



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

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>\*</sup>, published by Council of Europe, as well as to the "Key competences for lifelong learning" introduced by the EU Commission.

<sup>\*</sup>Hartmann, D.; Kwauk, C. (2011). Sport and Development: An Overview, Critique, and Reconstruction. Journal of Sport and Social Issues, 35(3) 284-305  
<sup>\*</sup>COUNCIL FOR CULTURAL CO-OPERATION (CDCC) PROJECT "EDUCATION FOR DEMOCRATIC CITIZENSHIP", DGIV/EDU/CIT (2000) 23, Strasbourg, 26 June 2000, Council of Europe





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

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.

Category of lifelong learning competences	Sports through which it is achievable	Potential learning outcomes
Communication in mother tongue/ foreign language	All kinds of collective sports, physical exercises played in team, especially activities which need an establishment of a strategy	Ability to understand a message given by another person and to respond accordingly ; ability to explain and to be understood. This refers also to the category of the cognitive competences presented by CoE such as ability to take part in a public debate or the ability to cooperate with others as it sometimes involves a communication in foreign language.
Learning to learn	All sports and physical activities without any exception	This competence refers to each individual's awareness of their own learning process and style. This means that every sport practice and physical activity could develop this competence, of course, to a different extent depending on the different practices. Nevertheless it is the most important potential learning outcome as it involves motivation and being able to reflect critically in terms of attitudes, which are extremely important in achieving a successful learning process.
Social and civic competences	Mostly collectively played sports but also some individual sport practices such as swimming, hiking or extreme sports	The potential outcome in terms of skills is the ability to cope with stress and frustration or also to create confidence and to feel empathy. In terms of attitudes it involves the assertiveness, collaboration and integrity. Potential outcome could be also some conflict transformation/resolution skills. The social and civic competences could be seen from another perspective. The potential learning outcomes involve also some ethic competences and values in terms of attitudes such as freedom, solidarity, tolerance, equity and sense of belonging, democratic participatory attitude as well as team work and cooperation.



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

Cultural awareness	Collectively played sports and physical activities exercised in a team, traditional national sports, martial arts	The potential learning outcomes concerning the competence of cultural awareness involve understanding and respect of each one's cultural background, also implies self-respect and respect for others, as well as different opinions and points of view, acceptance of differences and diversity, respect for human rights, tolerance, equity as well as overcoming stereotypes and prejudices.
Digital competences	Sport practices which requires strategy	Potential educational aspects are the ability to elaborate strategy as well as creative, innovative and critical thinking, active participation, ability to reflect on the direction and limits of possible action.
Mathematical, scientific and technological competences	Chess and strategic outdoor sport practices	These types of sports could develop trust as well as rational way of thinking. In terms of skills, ability for applying mathematical and science principles could arise. In terms of attitudes a potential for curiosity as well as interest and respect for safety, sustainability could be observed.
Sense of initiative and entrepreneurship	Individual sports as well as team sport practices	The potential educational outcomes involve abilities for planning and organisation and ability to work individually as well as in a team. The attitudes which characterise the potential learning outcomes of such practices consist of innovation, pro-active attitude, independence and determination to achieve planned aims.

Development of mutual respect, solidarity and tolerance are educational objectives that sport could address by a specific sport or physical activity task. Motor performance must not be prioritised exclusively in this case. It should be placed in a mixed system in order to allow the evaluation of the social and behavioural performance indicators, prior to the ones of the motor performance. It is in fact necessary to measure all aspects in order to perceive the indicators for the level of solidarity and mutual aid.

### I.5. Historical aspect of the use of sport - a scientific approach from a sociological point of view.

Sport occupies a primary place in today's society that promotes the pursuit of wellbeing and body worship. Sociology, which studies the social facts as a whole, is only interested in the highest point of the »sports system« and we can not call it a total social fact. This is to encourage the reader to watch sport with a critical eye and to provide references which allow him or her to deepen their knowledge.





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

Sport is a generic term covering a range of activities (leisure, entertainment, competition, education) and various representations. These activities have historical roots. Many sociologists define sport as a total social fact. According to Norbert Elias, a German Sociologist, sport is a privileged laboratory for reflecting on social relations and evolution. Georges Hebert, a French sociologist, explains that "Sport is all kinds of exercises and physical activities designed for the execution of performance and whose execution is essentially based on the idea of the fight against a defined element such as a distance, a duration, an obstacle, a practical difficulty, a danger, an animal, an opponent, an by extension against oneself."\*

According to an article explaining sport practices from a sociological point of view from the nineteenth century to the mid-twentieth century, the use of sport has been set out in terms of a »fight against the degeneration of the race”, preparation of the workers or soldiers, pacification and control of violence. By examining historical research we can determine that two modalities for physical exercise exist in Ancient Times: sport in the education of young aristocratic warriors and professional athletes. The young Greek aimed to become Adonis through sport.

Sport was valued to cultivate the body and the mind. Athletes were paid to defend their cities in wars. In the Middle Ages, the caste of knights was created. They mainly participated in the departure for wars but later became elite figures. Courtesy and bravery formed their mindset. The tournaments were practices for war. In research, physical activities appear in the ancient times and the Middle Ages as elite trainings.

Sport officially takes an important role in England during the 19th century when countrymen organised combats of boxing to settle domestic conflicts. The Olympics promoted the success of sport in 20th century while television proclaims the advent of sports entertainment. Nowadays, the focus of sport shifts more to health, personal development, access to culture and citizenship. From this perspective, sports practices are closely connected with Coubertin's Olympic values today.

\*[Http://bernard.lefort.pagesperso-orange.fr/cours\\_staps\\_m\\_marot/sociologie\\_du\\_sport.pdf](http://bernard.lefort.pagesperso-orange.fr/cours_staps_m_marot/sociologie_du_sport.pdf)



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

The definition of sport has also evolved with technological progress. Hence, the idea of risk-taking, braveness and courage is also present in many sport practices.

### 1.6. What is Not Education through Sport?

This section aims to raise the question of what ETS is not so, it is not misunderstood or used in a wrong way. The objective is to clarify where confusion could be made and suggest how to avoid it.

We all educate various people starting from our child to participate in sport. But there are different dimensions of how we use sport for an educational purpose. We cannot evoke ETS when educational objectives such as the development of social skills, health, nutrition and citizenship are relegated to the sole purpose of the sport performance itself. Many consider the sports club in its primary sense enough to fulfill an educational act. The fact that a youngster does regular sport does not necessarily mean that it is a good educational process with positive impacts on his/her development as a citizen. In general, the requirements of the technical staff are focused primarily on the initiation and progression of sport performances and physical skills. This process does not involve ETS. Many other skills could be brought in when sport practice happens. In ETS it is needed to conduct and bring an educational dimension to a sport or physical action. It is often a matter of socialization, integration or rehabilitation.

Furthermore, we should not ignore the fact that competition in sports could limit learning efficiency in ETS. “Youth often feel excessive pressure to win, perceive themselves as having poor abilities, feel unattached to their teams, and feel vulnerable in the presence of team mates. Experiences such as these have led youth to experience low selfconfidence and low self-esteem.”\*

In case competition becomes a priority, this could have some controversial effect on the educational outcomes.

\*Wankel & Kreisel, 1985; Martens, 1993





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

Moreover, acts of violence and aggression could become common in youth sport settings. In a recent study of perceived sport aggression, Gardner and Janelle (2002) found that such kinds of attitudes and behaviours started to become acceptable and legitimate within the sport environment. This is totally against the values of ETS so the practitioners should be aware to pay attention to these aspects and be careful of such effects when implementing activities in the context of ETS.

We recommend, though, that for effective development, the activities should take place in a fair environment, must take place over a long enough period of time in order to allow everyone to feel comfortable and confident, and must also involve long-term reciprocal relationships.



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

## CHAPTER - II

# Methodology of Education Through Sport





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

# METHODOLOGY OF EDUCATION THROUGH SPORT

## II.1. Introduction to the chapter

After explaining ETS (and physical activities) as a pedagogical approach we will now give a clear idea about the implementation process and its specific conditions. This chapter will therefore answer the following questions:

- a) How do we define the methodology and where do we see differences from others?
- b) What basic principles do we connect to ETS when it comes to its quality?
- c) How did we decide to present the exercises and methods we suggest and how do we recommend using them?
- d) How should you read and use the descriptions of the exercises?
- e) Why do we understand this manual as a tool to encourage you to develop your own style of ETS when it comes to its implementation?
- f) Why do we think trainers/facilitators coming from the non-formal education sector and trainers/coaches coming from sport can use these exercises and create new benefits out of them?
- g) What kind of further development do we see through this manual and in ETS in general?

The answer to these questions will give you a detailed understanding of the process while developing the exercises, but it aims to hold an open view to further development.



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

This chapter closely connects to the pedagogical approach because the mutual exchange between theory and practice is always part of the process itself.

## II.2 Definition of methodology and its link to social competencies

In this manual we use different terms for the implementation of methodology. Methodology is a broader term that includes not only one exercise, but, in general, the way in which you want to reach your objectives. Activity is the actual action that is delivered in reality, where as exercise stands for a concrete description of a potential activity that can be realised. The exercise is a detailed description of what and how you facilitate while referring to the methodology as the mental frame. You connect methodology to the pedagogical approach, because it implies all conceptual ideas to deliver ETS. We want to emphasise the specificity of ETS methodology and its benefits regarding social competencies in non-formal learning situations.

As the first part of this manual already gives a detailed description of the main objectives ETS can entail, we will now refer to the link ETS has to social competencies. We also see its specific benefits and differences from other approaches in this respect.

There are two perspectives we have to take into account here. On the one hand are the addressed competencies and on the other hand the actual ones that were developed. What does that mean? ETS aims to develop social skills and foster personal development for both trainers and participants.

The addressed competencies can easily be defined by matching the exercise with one of the topics, e.g. discrimination/inclusion, and drawing a connection to concrete social skills. For example, in order to be able to include everyone you need, among others, the following skills: team work, fair play and empathy.





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

Evaluating the exercise you can discuss if those skills were used or even considered as important as you regarded them in advance.

The developed skills, however, are those which come along the way and are, in many cases, even hidden or yet not revealed. As ETS offers individual and collective learning experience and is closely connected to personal development (we mainly refer to change of attitude, behavior and perception), its precise outcome cannot be foreseen in all cases and for all participants. This means that developed skills will either show themselves during the debriefing part or, more likely, will be realised and recognised in future activities or real situations by the participants (and also trainers/facilitators) themselves. The learning process does not stop with the activity. In many cases a self-assessment process just starts there and it evolves with time and new experience, either real or simulated. At this point the process can contribute to a societal transformation as well.

You can say that addressed skills are those you try to develop with your participants and you put them down as implied learning objectives, but the developed ones are those which are actually reached and may surprise both the trainer and the participants. Only by welcoming all kinds of development, including the ones you did not pursue, we can extract ETS's true benefit.

We do not mention a list of competencies we consider are worthwhile working with, because we think every topic and every situation creates a necessity to tackle specific competencies. But in general we are referring to the key competencies that are put down in the frame of EU programmes.

Regardless of your background being in sport or non-formal education, you need to reflect on the implicit competencies you already address and the ones you might want to add to your work consciously by using ETS as the pedagogical approach. For example, you might say that sport, especially team sports, fosters social skills like fair play and team work, but you might also add empathy and give constructive feedback by delivering ETS. This way you do not only make implicit values visible, but you add more to the ones that sport activity implicitly improves.



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

## II.3 The basic principles of the ETS approach

- Sport is a tool only! Learning takes time!
- Debriefing is essential!
- Sport is very active with lots of emotions! The building blocks of ETS are educational exercises!

### Key Notes:

1. Education through Sport is education in the first instance.
2. Reflection is an inevitable and essential part of the learning.
3. ETS respects values of sports as well as non-formal education and adult education.

The above lists three important features which are basic principles of the ETS methodology. This manual reflects a process of creating, inventing and developing new exercises that integrate the values and ideas of ETS.

It is crucial to understand the pedagogical approach we explain in the first part of our manual. The background of this pedagogical approach will not only help you to understand the exercises and how they were meant to be facilitated, but also to be able to react on any given situation that might come up in a community. This means that copying the exercises will not automatically enable you to deliver ETS successfully, because the situations you create might change and develop in a way you do not expect them to.

Thus, we encourage you to adapt them to your own contexts. The following basic principles connected to ETS will clarify our core idea that only the combination of theory and practice will give you a clear picture of what ETS can really offer.

### II.3.a. Principle 1: Connection to pedagogical approach

- Do you know exactly what your
- educational objectives are?
- What is the social change you want to aim at?





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

The first basic principle already mentioned is the importance of fully understanding the pedagogical approach of ETS and relating it to your own experience as a coach/trainer in sport for all or an adult educator in non-formal education in order to deliver true ETS activities.

It means that you will be able to reflect on the benefits from your own perspective –in either a sport for all or youth work setting. We believe that the background of the pedagogical approach will make you understand what opportunities you might have overlooked in your own work until now, making hidden values visible and working with them more consciously than before.

That will also enable you to adapt the exercises as much as needed for your own target groups and the specific context you work in. This manual is therefore not just a collection of tried and tested exercises that anybody can deliver in the way they were meant to be delivered. The true impact and effect the exercises can offer will only evolve to their full potential if you connect them to an overall aim of requested social change and a set of realistic learning objectives.

### II.3.b. Principle 2: Debriefing as the core element of ETS practice

That leads us to the second basic principle we observe in this manual, which is strongly connected to the most important element of ETS: the debriefing part of the learning process. Why do we think this is the most important part? It gives all participants not only the chance to reflect their own behavior, but also to reflect on the whole situation and connect it to their everyday lives and to society itself; depending on what topic you aim to tackle with the exercise and how far you go into the reflection process itself.

How exactly do you facilitate the debriefing part of an exercise successfully and with ambitious content?



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

The first important part is to prepare your questions thoughtfully and to discuss them either with your co-trainers or reflect on it in advance to make sure you open and lead the discussion by asking the right questions. Your main objectives may give you a lead on that, but it is as important as matching it with the level and experience of your target group and the setting in general. Furthermore, you still should be flexible enough to be able to react to the given situation in the reflective practice itself.

The debriefing part is not only about asking questions, but also about moderating/leading the discussion itself and giving a clear structure to it. It always helps to tell participants what they can expect of this part of the exercise. If they are totally new to debriefing or evaluation, they should be introduced to it properly. You have to tell them what to expect and what role they play in it. You have several tools you might use here.

First of all and the most important one is giving and receiving feedback. Participants contribute to the discussion by observing what they saw, what they felt and what they conclude from these experiences. You might add observations as a facilitator during or at the end as well, but the biggest part should come from the participants themselves. This determines the actual degree of active participation and should not be blocked by a facilitator giving too many observations or conclusions. It is absolutely important to stick to the rules of a constructive feedback to create a positive and appreciative atmosphere within the group. It comes with experience to see when it is needed to be a strong and/or strict discussion leader and when it is more helpful to step back and let the flow of the discussion take over.

Moderation skills in general will help you to control the situation and the atmosphere within the group. Summing up arguments or observations will support the participants to focus their attention back on the “red thread” of a discussion. Putting down key words or making results visible will support everyone to follow the discussion and to be able to participate as well at any point, even if the participants do not pay attention the whole time.





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

You can also interpret some statements in the direction you want them to be understood. Not with the intention to manipulate, but to open up the discussion in a direction you might want to pursue. To ensure the understanding within the whole group you can repeat statements in your own words and make sure everyone gets the intended meaning of them. Repeating is also really helpful if you see that some participants have difficulties to follow and they do not dare to ask for themselves. All these tools basically help you to give the discussion a general structure which is transparent for everyone and offers an open setting to actually turn it into a learning experience.

Another tool that might help you to trigger an interesting discussion is the role of “devil’s advocate” by provoking an argument with a strong or radical opinion. It is a tool you might want to use in a group you know already or apply with caution, because it can lead to heated quarrels and turn into an experience some participants won’t appreciate as a learning activity.

If you do not understand a statement as the facilitator you should make a real effort to clarify it. Not only because you need to know what it means in order to lead the discussion further, but also to give participants the example how you treat a situation where mutual understanding is looked for. The right attitude is not to block, but to make the real effort to understand. It will show participants how they can discuss successfully with each other as well. It is not enough to establish a common understanding for everyone; you need to truly accept all opinions to be open for discussion. You do not have to agree with all opinions, but you should be able to truly “hear” them. This might be really hard if the opinion is controversial to your own values or attitudes.

If you facilitate together with a colleague it is necessary to talk about the style of leading the discussion in advance. This way you can avoid interfering with an intention your colleague might have or vice versa and you do not see it in the given situation. It is important to make sure you understand each other during the debriefing process, because it might cause irritation within the group if you lead into different directions.



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

The reflection is the moment where learning CAN take place, because we make the participants understand that even the situation may seem “artificial” it still shows us our own and others’ attitudes, behaviours, perceptions that we can find in “real” situations as well and in daily life. To make these simple connections understood by everyone while experiencing them will help participants change their perception or at least start to reassess them on specific topics in their everyday lives, e.g. discrimination, conflict resolution. It might trigger participants to challenge societal structures and make them see what they can change by being active citizens.

We also believe that ETS’s learning effect is stronger because you experience the situation with both your body (physical activity or sport) and mind, and therefore it also offers a setting where different learning styles are met. Keeping in mind that both sports and non-formal education respond to different learning styles, it is beneficial to see how the combination of those two can even increase the learning effect and make it more valuable to more participants by meeting several learning styles at once.

Non-formal education settings are highly responsive to the visual, aural and verbal style as sport is more connected to the physical, social and verbal style. Matching them will highly increase the number of participants who actually can have a true learning experience according to their own preferred style and rhythm\*

Then there is the other side of debriefing that is your own. If you are able to challenge your own exercises and develop them further with every group you facilitate during and after you are facilitating them you will be able to understand how the exercises we present here can be facilitated to their highest potential. The reflection process within ETS should always apply to yourself as well, meaning that you have to be able to reflect your impact on the whole exercise as well as the reactions and the process itself. This includes all parts: preparation, announcements, logistics, moderating the discussions and the debriefing part, giving and receiving feedback and co-working with your team members.

\*[www.learning-styles-online.com/overview](http://www.learning-styles-online.com/overview)





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

### II.3.c. Principle 3: The “missing link” between sports and non-formal education

- How can I best use the resources of
- both sport and youth work?
- How can I best build on their values?

The third basic principle is closely connected to the first two. We believe that ETS gives a plus to both facilitators within the sport for all context and those in non-formal education. There is a match of two sets of values that add up to a new dimension of learning possibilities.

On the one hand the implicit values of sport (e.g. fairplay, team work and responsibility); on the other hand the implicit values of youth work related non-formal education (e.g. active participation, taking initiative and inclusion). We will elaborate the implicit values of sports in detail, because it will show how the match of two sets generate new opportunities to both trainers/coaches and civil workers.

Fair play is the first implicit value you can connect to sport. In all types of sport you have to accept the rules and play by them. If you do not accept them you may either be disqualified or not be able to enter the game in the first place. In the frame of sport and fair play there is an ethical value which allows every player to be sure he/she knows what is allowed to happen. This makes the player not only the player feels safe, but it also gives the spectators a frame of reference to enjoy the game and know what is allowed or not.

This sense of security makes the actual sport enjoyable to both the players and spectators. But fair play furthermore creates a code of conduct which exceeds the general rules. It is not only official and legal, but more important it is a social behaviour and attitude you develop and perform. Within sports fair play is normally not explicitly communicated as a social skill you need to learn, but it is implicitly expected in the development of every sportsperson.



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

Teamwork as the second important implicit value of sport is naturally connected to team sport. The team's performance always has a priority to the individual's. Not only can you hear e.g. footballers say that the team did well and not the one who scored the goal, but trainers and coaches explicitly demand all players to perform as a team.

Results are always team results. Individual needs are not important. This claim fosters a social behaviour which is based on solidarity and empathy as well. Even though teamwork is clearly demanded, the actual behaviour and social skills you need for it are not always explicitly mentioned or taught. By reflecting on it through an ETS exercise you not only make what teamwork means to the individual transparent, but also what the social skills required are.

Responsibility, the third implicit value of sport is closely connected to the first two. When participating in sports, it is absolutely necessary to take over responsibility for yourself and for others as well. Taking care of yourself is firstly to be aware of what you can contribute and where your physical and psychological borders lie in order to perform at your best. It also includes the knowledge of how your body responds to physical strain or stress and to handle it effectively. Furthermore, you need to be responsible for your team members as well. Depending on what role you have in the team you need to be aware of others' needs and their limits as well. Taking over responsibility is a social skill that is closely connected to the development of any sportsman or woman. ETS can make this skill visible by showing how fundamentally important it is within sports and make the "ownership" conscious to participants.

Non-Formal Education aims at developing citizenship skills that are relevant for living in and with a democratic society. The above three implicit values of sport are actually the essential values of democratic and active citizenship as well. As non-formal education tackles specific topics itself it can happen that participation, inclusion and taking initiative are not reflected explicitly.





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

Active participation has three dimensions. First, it is a basic condition to deliver a true and successful non-formal education activity; second it is a value you want participants to internalise and apply in their everyday lives as well; third it is a social skill that supports people to be active citizens and shape their lives to their needs. It is therefore helpful to reflect on it explicitly within an ETS exercise, because you can show all three dimensions of it. Furthermore you have the possibility to make your educational intentions transparent by reflecting on the consumer behaviour of the participants.

Taking initiative is closely connected to active participation, because within non-formal education settings you can clearly see the impact of this type of behaviour. It is often the turning point of an activity, because participants use the flow of, for example, a discussion to push it into a new direction and generate new ideas by it. This is actually the momentum of true learning, which is the fundamental intention of all non-formal education. ETS might deliver this experience easier than usual non-formal education activities, because we believe the matching of several values triggers initiative behaviour.

Inclusion is as much a value as it is a topic itself. Therefore it is the most visible value of non-formal education and is reflected the most. Combined with ETS it will simply be much more visible.

We believe that the match of the two sets of values not only merges the two, but creates a new way of individual learning opportunities that exceeds the two separate ones.

ETS creates a new dimension of developing social skills because it combines the learning experience with a conscious personal reflection process.

Therefore our manual is meant to be a guideline including a collection of field-tested exercises for both target groups and shows the benefits you can get by matching the expertise of both sides and developing a specific understanding and successful way of delivering ETS.



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

## **CHAPTER - III**

# **Exercises for practice**





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

## EXERCISES FOR PRACTISE

### III.1. Introduction to the exercises

This chapter will give you a clear idea about how you can use the manual in practice. It will explain the grid of the exercises and how you can use the exercises and adapt them to your needs. All presented examples are actually tried out in practice and have therefore been created by a group of trainers and evaluated in the specific situation. All exercises can naturally be developed and changed to the needs of your target group and the context you work in.

#### III.1.a. Selection of topics and exercises

The topics you can connect to with the help of the selected ETS exercises are the following:

*Social  
inclusion,  
discrimination*

*Health*

*Conflict  
resolution*

*Employment,  
entrepreneur-  
ship*

*Education  
through sport*

*Environment*

*Participation,  
citizenship,  
democracy*

*Cultural  
diversity*

*Human Rights*



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

In the first part of this manual we mentioned the importance of these topics within the framework and policy of non-formal education in Europe and international sport work in general. ETS brings new learning dimensions to educational situations regarding social skills and personal development. The benefit of connecting your ETS exercise to a specific topic will not only deliver a setting that supports personal development and social skills training in general, but participants might also see its purpose for social change.

By linking the exercise to very concrete situations and real-life experiences, the reflection might succeed to a level where they see their individual impact as citizens on social transformation as well. Combining the educational purpose with physical activity offers an effect that neither non-formal education settings nor sports alone can deliver with such an impact.

If you put a focus on the educational purpose within a physical activity, you will deliver a setting where true societal transformation can be generated. For example: If participants are hindered in a game of Frisbee by being, e.g. blind-folded, and they reflect on it later within the debriefing, the impact is stronger compared to the experience in a smaller non-formal activity. Why is that? Because the physical activity puts a stronger emotional connection to the experience, and because you as a facilitator offer a learning environment where an assessment of social structures is possible.

Sport gives you both, emotional (winning-losing) and physical challenges. But sport rarely offers the reflection of those experiences like, for example, discrimination or social exclusion. That is why ETS offers this special blend of getting involved emotionally and at the same time reflecting directly on it afterwards and profiting from it later on. We want to emphasise the pedagogical purpose and the included learning opportunities we can use while we connect these topics to ETS exercises.





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

We therefore offer links we see and possible questions you might ask when working with these topics. This is clearly not a closed list of links, but an invitation to add new ones from your own experience with ETS. However, we offer here some relevant hints about the relevance of ETS to the actual topic and some questions to consider when using ETS to develop the knowledge, skills and attitudes of young people connected to these topics.

### SOCIAL INCLUSION/DISCRIMINATION

By using this topic you have the opportunity to discuss the roles and identities participants have regarding different social spheres they are part of, being e.g. a son, a sportswoman, a disabled person, a migrant, a roaming person. It is worthwhile to challenge the structures within our society that undermine social inclusion or foster discrimination. Usually regarding these topics participants have individual experiences they can share with the group. It is very easy to connect different social roles to roles in sport and with a bit of creativity you can always challenge participants with putting different roles in a collective sport game.

*How does society create roles and identities?  
How dependent are we regarding these roles?  
Do we see a chance to change our roles as such?  
If yes, how? If not, why?  
What roles are important to you?  
What roles are important to others?  
What roles should be supported in society  
in general?  
How does society support social inclusion?  
How does it fight discrimination?  
What experiences do you want to share with the  
group regarding these two topics?  
How can sport change social roles?*

### HEALTH

This topic is a quite general and can be discussed on many levels. It is easy to connect it to sports and physical activity, because the implicit intention to do sport is - in most cases - connected to a healthy lifestyle. The definition of health is often vague. Depending on the different concepts of health the discussion about the definition itself can already turn into a deeper learning experience.

*What does it mean to be healthy?  
What is health to you? What definition of  
health can we share as a group?  
How important is a healthy lifestyle for you?  
What examples do we see in our society to live  
healthy? Who are our role models? Can professional  
athletes be role models for a healthy lifestyle?  
How sport can influence health?  
What main discussions do we have in society  
regarding health?  
Is the choice to live healthy connected to your  
financial situation? If yes, how?  
What daily choices do you make to turn your  
lifestyle healthier?*



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

## CONFLICT RESOLUTION

Conflict resolution is a core social skill you need to participate in everyday life. It is not only the way how you handle conflicts, but also the attitude to conflict situations in general, because it determines how you (re-)act to them. This topic combined with ETS offers many angles to develop that skill. Conflicts are very common on the sport field, because of the competitive aspect of sport itself. The hierarchy on the sport field is often undermined (e.g. referees) and that easily leads to conflicts as well. Any sport activity can provide an excellent source for learning about rules, structures, conflicts and their solutions.

*What typical conflicts do you experience in sports? How does the competitive aspect trigger conflicts and aggressive behaviour? What options do you have to handle these situations? Are they at all helpful in the frame of sport for all? How are conflicts treated in (sport) teams? What type of conflict person are you? What tools/solutions do you know to handle conflict situations? Are they successful? If yes, how? If not, why?*

## PARTICIPATION/DEMOCRACY

Participation is a core value for non-formal learning settings, but equally important in sports as well. This topic provides an easy access to make implicit values visible and to discuss the impact they have on participants and their attitudes and opinions regarding this topic in society in general. Sport activities can easily be turned into real life situations where citizenship behaviours can be observed and assessed. Collective sports offer huge potential in dealing with representative and participative democratic models.

*How is active participation possible? What motivation is needed to trigger participation in general? What impact has the individual person on team results? What kind of participative structures do we see in sports? What roles are created in sports by these structures? What responsibility lies within active participation? Does participation mean social inclusion (in sports) as well?*

## HUMAN RIGHTS

Basically any of the human rights (civil and political rights, economic-social-cultural rights and solidarity rights) can be easily connected to ETS. Sport activities offer situations where the access to these rights and their deprivation can be experienced and understood. The greatest challenge is to reach an understanding that even if these rights are not accessible to all in real life, they do exist for every human being. A sport activity can replicate a real life situation where some of the members of the community cannot exercise certain rights. Another important learning challenge is to make the learners understand that the rights of someone can only be provided by the other. "My rights end where the right of another person starts."

*What human rights can you replicate in a sport activity? How can sport enhance human rights? What relations are there in access to human rights and sport? Do you know stories where sport gave access to exercise human rights? Why are human rights important in our modern world? What are the human rights for sports persons in sport? How can sport combat racism and other forms deprivation of rights? How does sport support equality based on gender identity and sexual orientation? What are the special rights of children in relation to sport? What is the role of human rights in sport and sport in human rights?*

Thomas Kilman's conflict mode instrument is a very inspiring model which explains different ways how people handle conflicts in general. It shows that at some point people cannot engage into a conflict together, because they either want to avoid it or they want to accommodate the other party. It can serve as excellent background information.





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

## CULTURAL DIVERSITY

A diversity-conscious approach aims to make all individual backgrounds visible and use them to create the best possible result within a group – basically, theories which are not connected to typical attributions like nation, social status and ethnic belonging. Therefore this topic can easily be connected to a discussion about individual strengths and weaknesses by showing how groups can perform to their full potential by appreciating individual and cultural diversity. It does not mean that individual needs have priority, but that the setting you offer is accessible to everyone. Diversity is closely connected to the way in which you use and offer methods. The objective is to make them as open as possible. Participants should recognise the full potential of the group. In relation to ETS you can draw the connection from the small group to society in general.

*How is it possible to make diversity visible in society?*

*With what attitude do you need to approach diversity within a group?*

*What benefit do you get by diversity within a group/within society?*

*What does diversity mean if you perform as a (sports) team? How can sport activities build peace and intercultural dialogue?*

## ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

This topic not only offers the connection to the question how we (ab)use nature within sports, but also the general access to environmental issues you might want to tackle in your ETS setting. You can draw a connection to a conscious assessment of our impact on the environment. By starting with everyday life questions regarding food, resources, waste management etc., you can initiate a process that leads to larger frames as well.

*How do you see your own impact on the environment?*

*Do you want to change something about your way of life?*

*What does sustainability mean to you?*

*How is it possible to promote a sustainable life when others do not care?*

*Is it still valuable to make individual steps towards a sustainable life when society in general does not achieve much progress?*

*What connection do you see between sport and sustainability?*

*What responsibility do you have regarding the next generations? How can sport promote the protection of the environment?*

## EMPLOYABILITY/ENTREPRENEURSHIP

Sport is a powerful tool to develop several competencies that are valuable in today's employment market. Through sport activities young people can learn discipline, team work, taking initiative, communication, cooperation, conflict resolution and so on. Using exercises that focus on improving certain skills and attitudes can significantly change the employability status of a young person. In present Europe employability is a key issue for a greater economic development and for a deeper crises solution.

*How can sport contribute to the employability of young people?*

*How can you use sport to improve skills that can be transferred to employment?*

*How can sport itself offer employment possibilities?*

*How can sport improve the implementation of initiatives for young people?*

*How can you make sure the competencies obtained through sport will be transferred to other fields of life?*



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

### III.1.b. The descriptions of the exercises

In this chapter, we wanted to show you how to write the session/tool outline by focusing on which specific sections. Below, a sample outline is created and proposed to be examined together:

FEATURE	DESCRIPTION
Title	The title may sometimes give you a hint on the related topic, but it may also be a funny/catchy one to make people remember it easily.
Description of the exercise	The description of the exercise in maximum one or two short sentences in order to give you a quick and clear idea what is going to happen there.
Theme	The theme mentions all the topics we relate to in this exercise. Sometimes it may only be one, but others tackle several ones because they are closely connected and you can profit from the different links.
Group size	The group size gives you a precise number of people needed (ideally), and sometimes a minimum or maximum capacity for this exercise. It is always possible to split the group up and do the exercise in two subgroups if you have two facilitators who can lead the activity separately.
Age range	The age range gives you a frame of how old participants should be (ideally). In most cases there is no maximum age limit, because ETS can be done with youngsters and adults alike. However in some cases you may have to adapt an exercise to a specific age group. This criteria is also connected to the skills participants have to perform in the exercise, e.g. playing a specific sport, playing role games, abstract thinking, drawing connections.
Complexity	<p>The complexity criterion shows how demanding an exercise can be for facilitators in terms of preparation, time and delivery. In general it gives you an idea of how much preparation, logistics and training experience is needed to deliver this exercise successfully. The rating goes from 1 to 3.</p> <ol style="list-style-type: none"> <li>1. Neither a lot of material, nor preparation nor experience is needed; e.g. only one ball is needed, the playing field could be anywhere and the announcements or rules guiding play are rather simple.</li> <li>2. You need more time and material to prepare the activity and you also need more experience in delivering it; e.g. you might need various sport material, you cannot play it anywhere and the activity is more complex to explain to participants.</li> <li>3. A lot of preparation and/or material is needed, you need at least two facilitators to deliver it and the complexity of the activity is rather high; e.g. you need diverse sport material plus other material you might not have at hand in a sport environment, you need to have at least one facilitator who is familiar with the activity and you cannot play it with all kinds of target groups, because the conditions expect some specific skills (e.g. abstract thinking) from the participants as well.</li> </ol> <p>It is important to mention that ETS is best delivered by two facilitators, because the debriefing part can be evaluated much more effectively and the mutual feedback and exchange afterwards can be done among the trainers as well. But we know that this is not the case in all training situations and therefore it is not an obligation, but a strong recommendation.</p>
Time	The time reference gives you the most ideal time frame you might need for the activity. Every trainer and facilitator has its own rhythm and flow to deliver activities, plus it depends on the target group as well. Only experience can give you the exact time you might need to deliver the exercise. The first attempt should include more planning time than mentioned.
Overview	The overview explains the flow of the activity as tested in real with a group. This will give you an idea of how the activity takes place step by step.
Objectives	The objectives explain the learning objectives and the expected learning outcomes for participants. It helps to evaluate the activity. If you did not reach the targeted objectives in the end it might give you an indication of how and what to alter/change next time.
Materials	The materials box shows what exactly is needed for this exercise and what you should have at hand, even if you might not need it in the end. This includes both sport and facilitation material.





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

Preparation	The preparation states what you have to do in advance in order to deliver the exercise without interruption or any other logistical disturbances. We did not include basic elements such as matching the target group to the exercise, checking the facilities in advance and distributing tasks among team members, because they are obvious.
Instructions	The instructions will tell you exactly what you have to do step by step. The flow of the activity is described in light of the responsibilities of the facilitators. Rules, instructions and announcements are necessary for participants to understand what is going to happen, and to know when and what handouts should be provided to participants.
Debriefing and evaluation	<p>Debriefing and evaluation is the part where we actually put down the necessary questions, ideas and conceptual thoughts you might need to deliver ETS successfully. This is the core element of ETS!</p> <p>In order to achieve the highest learning effect you might have to surprise yourself as well. There are many questions which open discussions you might not have anticipated. To meet the needs of the group it is essential to be open, to go with the flow or sometimes to stay focused where it is needed. All the questions/ideas we mention in this box are suggestions and you are welcome to find others that are more suitable to your target group and training situation.</p> <p>The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants if you are facilitating ETS for the first time with a group in order to set ground rules for communication. You might encounter situations which are most challenging either because of the topics you tackle or the situations that might arise. That is why this part should never be delivered under time pressure.</p>
Tips, considerations and safety	Tips and considerations for facilitators is the box where you find ideas which might apply to some of you or are important for further development of the exercise. The process of developing an exercise in a heterogeneous group offers a rich and diverse amount of questions and suggestions to implement the activity. Some safety instructions will also be given here.
Additional information	Additional information is the box where we put all the ideas which do not fit into the boxes above, but we still want to share them with the ETS community.

### III.1.c. What learning outcomes do we see in the exercises?

We already mentioned that the biggest learning potential we see in ETS training situations is the match between two sets of values coming from sport or physical activity and non-formal education in youth work. The greatest challenge we see in ETS is to deliver the exercise in a way that gives all participants and the group a learning experience that has an impact on their attitude, behaviour or perspective of social change in relation to the topic you tackle in the exercise. You reach that by putting the focus on the debriefing.

We do not want to underestimate the activity itself here. It has to be delivered clearly and at its full enjoyment, but to extract the learning potential out of the situation itself it has to be reflected thoroughly in a guided manner.



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

We also mentioned two dimensions for learning possibilities: First, the link to social competencies and, second, to learning styles in general. As personal learning experiences cannot be planned and appointed in detail we just want to emphasise that the diversity of possibilities is implicit in ETS exercises. It is up to every trainer/facilitator and also to each and every participant to deliver it to its highest potential.

### III.1.d. Further development

We want to invite you to use this second part of the manual as a workbook. The first part provides the necessary background you might need in order to understand what ETS can deliver. The second part is closely connected to this, but it is also the part that can change and develop throughout your own work. The exercises will eventually evolve during your work and we want to encourage that. As already mentioned, ETS is based on collective learning and personal development that cannot be written down as a recipe. It has to evolve with every situation and every group you work with.

By delivering ETS exercises you will also realise that only experience will enable you to develop all the necessary competences for debriefing and evaluation. The questions will become more precise with time and you will also be able to lead discussions that are evolving into a direction you had not foreseen. By developing your own style and adapting it to your needs and the need of your target groups ETS will offer high potential to develop your skills as well, whether you are a coach in sports or a social worker/trainer in non-formal education settings.





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

## **CHAPTER - IV**

# **Sport for Sustainable Development Goals**



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

## **SPORT FOR SUSTAINABLE DEVELOPMENT GOALS**

### **IV.1. Introduction of how Sustainable Development Goals can contribute to Sport**

The United Nations have long recognized, advocated for and supported the important contributions of sport to development and peace, with a significant record of General Assembly and Human Rights Council resolutions, UN treaties, Secretary-General's reports and other guiding documents highlighting the unique potential of sport.

The processes and milestones which led to the historic adoption of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 were followed by the Sport for Development and Peace community with strong interest and a commitment to continue using sport as a unique tool to support this new global plan of action. As a result of joint efforts, particularly including UN Member States' support to recognize the contribution of sport to the SDGs, Heads of State and Government and High Representatives declared in the Political Declaration for the new Agenda:

*"Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives"\**

This unprecedented recognition offers a compelling incentive and an unmissable opportunity for further joint efforts and action in the field Sport for Development and Peace. With the aspiration of leaving no one behind and maximizing the contribution of sport for a better and peaceful world, sport will continue advancing development as a powerful enabler of the SDGs, as it did for the preceding MDGs.

\*2030 Agenda for Sustainable Development A/RES/70/1, paragraph 37





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

Sport's potential should therefore be revisited in view of the new framework for sustainable development in order to promote synergy, coherence and harmonization of programmes for the implementation of the SDGs. Overall, the global reach and appeal of sport is an extraordinary tool at our disposal for promoting a global outlook on sport at the service of advancing the achievement the SDGs.

The contributions of sport to the SDGs outlined in this overview reflect the expertise, experiences and welcome input of various SDP players, including UN entities and sport and development organizations, which have used sport and recognized its value as a flexible tool for enabling development and peace outcomes.

Drawing from that experience, this overview addresses sport's role and potential in relation to all 17 SDGs, being mindful of the importance of each goal. While doing so, it however discerns between the SDGs where greater evidence and practice with regard to the contributions of sport were identified – marked with the SDG wheel symbol - and those SDGs where sport has a more limited or indirect potential.

Ultimately, the present overview aims at informing, inspiring, encouraging and supporting sport's contributions to the SDGs by relevant stakeholders including States, entities of the United Nations system, sport-related organizations, sport federations and associations, foundations, non-governmental organizations, athletes, the media, civil society, academia and the private sector.

In the scope of this contribution of the sport and its contribution to Global Agenda, we have selected 5 SDGs in our project to combine them with Erasmus+ Key Competences. These SDGs are;

- SDG 4 - Quality in Education
- SDG 5 - Gender Equality
- SDG 8 - Economic Growth & Decent Work
- SDG 10 - Reducing Inequalities
- SDG 16 - Peace, Justice and Strong Institutions



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

## IV. 2. Connection of Selected SDGs within our project and Sport

### Goal 4: Ensure inclusive and equitable quality education and promote life-long learning opportunities for all

- The right to education and equal rights of women and girls in the field of education form the basis of this goal. Inclusive sport activities have long been used to foster education and have therefore been identified as a tool to advance those rights.
- Sport can encourage inclusion and the equal participation of women and girls, people with disabilities, and other vulnerable or underrepresented groups and individuals.
- Stakeholders in sport and education can cooperate to promote tolerance, diversity and non-discrimination in school programmes.
- Joint programmes with schools offer additional and alternative physical education and physical activities to support the full learning process and deliver holistic education.
- Sport can improve learning outcomes by fostering academic performance and achievement, leadership abilities, and concentration and focus capabilities.
- Sport-based programmes offer education opportunities and life skills to be used beyond school including the workplace.
- Sport, physical education, physical activity and play can motivate children and youth to attend school and engage with formal and informal education.
- Sport programmes for girls, including in refugee camps, can be used as an incentive to stay in school. Sport can raise awareness about sustainability through designing sustainable educational curriculums and greening schools and universities.





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

## Goal 5: Achieve gender equality and empower all women and girls

- Sport can be a powerful platform for advocacy and awareness raising for gender equality. It can contribute to abolish all forms of discrimination against women and girls; human rights based rules of a sport can help to replace culturally discriminative norms that exclude women and girls from sport.
- While women and girls' rights to participate in sport as athletes or spectators are not respected in many countries, sport can help to foster gender equality in countries and regions where women are discriminated.
- Addressing current gender inequalities across participation, performance and leadership in sport can make a valuable contribution to this Goal.
- Sport and sport-based community programmes in particular can, if designed inclusively, cause positive shifts in gender norms and promote gender equality.
- Sport can foster increased self-esteem and confidence of women and girls, empower them and develop skills needed to become equal participants and leaders in their communities.
- Through sport-based programmes, women and girls can be equipped with knowledge and skills on health, on how to live a healthy and active lifestyle, on how to act in case they experience violence, on employability, and with leadership skills needed to progress in society.
- Sport can provide safe and fair environments for women and girls. A safe playing area for girls is especially essential, for instance in refugee camps.
- Sport can raise awareness and address abuse and gender-based violence within sport.



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

## Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work

- The growing scale of the sport industry, and its links with other sectors, offer opportunities for economic growth and decent employment.
- Stakeholders in sport that base their activity on the respect of human rights can spur to positively impact local and regional business.
- Sport goods and equipment should be produced in line with labour standards and in particular free from forced and child labour and discriminations of all forms.
- Sport programmes can foster increased employability for women, people with disabilities and other vulnerable groups, thus contributing to inclusive economic growth.
- Sport-based educational programmes provide skills for employability and opportunities to enter the labour market for youth.
- Sport-based employment and entrepreneurship can contribute to create decent jobs for all by complying with labour standards throughout their value chain & in line with businesses policies practices.
- Sport can generate enhanced overall community involvement, and it can motivate mobilization of the wider community and growth of economic activities associated with sport.
- Sport events can have long lasting effects on the population if they involve the population for their legacy, to be in line with human rights and labour standards, and to be sustainable.
- Sport organizations, if they adopt adequate policies and procedures, can be an opportunity for capacity building, creating jobs, and for economic, social and environmental sustainable development in general.





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

## Goal 10: Reduce inequality within and among countries

- The right to equality and non-discrimination is a cornerstone of international law. Sport can promote equality and can serve as a platform to promote the value of diversity.
- Stakeholders in sport can amplify the message of equality and respect for diversity.
- Sport, including sport events, can be used to celebrate and value diversity. Stakeholders in sport can promote mutual understanding and address discriminatory practices and various forms of discrimination.
- Sport stadia that serve as stages for human behaviour can become platforms for human rights based inclusiveness and respect for diversity.
- Sport is recognized as a contributor to the empowerment of individuals, such as women and young people, and communities. Participation in sport offers opportunities for the empowerment of people with disabilities; it showcases ability, not disability, thus raising awareness and promoting respect. Sport can therefore be effectively used for the inclusion of all irrespective of age, sex, race, ethnicity, origin, sexual orientation, gender identity, religion or economic or other status.
- Equal opportunities can be achieved in and through sport by raising awareness towards existent inequalities and establishing sport-related policies and programmes aimed at reducing them.
- The popularity of, and positive attitude towards sport make it a suitable tool for tackling inequality in areas and populations that are difficult to reach. It can also tackle prejudice and intolerance by promoting tolerance and pro-social behaviour instead.



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

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

- Sport can help to rebuild post-conflict societies and uplift affected communities and individuals by fostering the respect, protection and implementation of human rights. Sport can amplify important human rights messages, such as the value of inclusion, respect for diversity and non-discrimination.
- Sport provides a powerful communication platform that can be used to disseminate solidarity and reconciliation messages and to promote a culture of peace. Sport events can provide opportunities for advocating and realizing peace, as notably the Olympic truce has allowed since ancient history.
- Role models in sport can promote peace and human rights and foster dialogue and social cohesion.
- Sport activities can help to address war-related trauma and promote healing by providing safe spaces for activities that enable victims of war to regain a sense of security and normalcy.
- Sport can serve as a tool for supporting demobilization and disarmament efforts as well as supporting the reintegration of ex-combatants, particularly former child soldiers, into their communities.
- Sport can support the rapprochement and integration of divided communities and cultures through friendly games. The universal popularity of sport offers an important means of engaging communities that are hard to reach and socially excluded groups, for example via sport programmes for refugees or indigenous peoples.
- Respect, equality and fair-play, some of the core values in sport are also fundamental principles for peaceful and inclusive societies





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

## REFERENCES

- Douglas Hartmann and Christina Kwauk (2011), Sport and Development: An Overview, Critique, and Reconstruction, *Journal of Sport and Social Issues* 2011 35: 284 originally published online 29 July 2011
- Introduction a la sociologie du sport: [http://bernard.lefort.pagesperso-orange.fr/cours\\_staps\\_m\\_marot/sociologie\\_du\\_sport.pdf](http://bernard.lefort.pagesperso-orange.fr/cours_staps_m_marot/sociologie_du_sport.pdf)
- Stéphane Héas, Dominique Bodin, (2002), Introduction a la sociologie des sports,
- Mahfoud Amara, Dawn Aquilina, Elesá Argent, Moran Betzer-Tayar, Mick Green, Ian Henry from Institute of Sport and Leisure Policy - Loughborough University and Fred Coalter, John Taylor from University of Stirling, (2005), The Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees: An Evaluation of Policy and Practice in the UK
- Jean-Luc Frast & Jacob Schouenborg, (2005), "MOVEMENT IN TRAINING & THE TRAINING MOVEMENT", Issue 10, May 2005, COYOTE Theme
- Council of Europe (2010), Le sport à l'épreuve de la diversité culturelle, Intégration et dialogue interculturel en Europe: analyse et exemples de pratique, Sous la direction de William Gasparini et Aurélie Cometti
- Patricia Brander, Rui Gomes, Ellie Keen, Marie-Laure Lemineur, Bárbara Oliveira, Jana Ondrácková, Alessio Surian, Olena Suslova (2002): Compass - Manual for human rights education with young people, published by the Council of Europe
- Philippe NICOLINO, Délégué Fédéral, Union Nationale Sportive Léo Lagrange (UNSL), Concevoir et conduire un projet fédéral d'éducation par le sport: L'exemple de l'Union Nationale Sportive Léo Lagrange, [leolagrange-sport.org](http://leolagrange-sport.org)



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

## REFERENCES

- Peace Corps, (2004), Non formal education (NFE) Manual, INFORMATION COLLECTION AND EXCHANGE, ICE NO. M0042
- COUNCIL FOR CULTURAL CO-OPERATION (CDCC) PROJECT »EDUCATION FOR DEMOCRATIC CITIZENSHIP«, DGIV/EDU/CIT (2000) 23, Strasbourg, 26 June 2000, Council of Europe
- <http://www.simplypsychology.org/learning-kolb.html>
- AEGEE-Europe , (2008), Non Formal Education Book: The impact of Non Formal Education on young people and society
- Official Journal of the European Union, (2006), KEY COMPETENCES FOR LIFELONG LEARNING, RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL
- [http://eurlex.europa.eu/LexUriServ/site/en/oj/2006/l\\_394/l\\_39420061230en00100018.pdf](http://eurlex.europa.eu/LexUriServ/site/en/oj/2006/l_394/l_39420061230en00100018.pdf)
- Jessica L. Fraser-Thomas, Jean Cote and Janice Deakin, Queen's University, Kingston, Canada, Youth sport programs: an avenue to foster positive youth development, Physical Education and Sport Pedagogy, Vol. 10, No. 1, February 2005, pp. 19–40
- [www.learning-styles-online.com/overview](http://www.learning-styles-online.com/overview), Advanogy.com 2013