

## Sport for Community Development CD - Good practices

*Sport CD project believes that the practice of sporting activities generate the communities development, improving also personal and collective skills of life.*

*The aim to collect good practices of sport realised with an impact on the growth and development of the community itself.*

### GENERAL DATA

**Good practice title:** Inclusive Football Day

**Organization doing the research:** Community Action Dacorum

**Good practice theme:** Inclusive Sport for people with disabilities

**Organisation responsible for the good practice:** Watford FC's Community Sports and Education Trust

**Short description:** Watford FC's Community Sports and Education Trust is a charitable organisation focus on making a positive difference for all through Sport and Learning

**Person/s interviewed, and role in the organization:** Karen Stephanou, Disability Football Development Manager

### STRUCTURE OF THE ACTIVITY

**Type of the activity** (is it a course? an Event? etc.):

Programme held in 3 week's time,

1 day per session,

groups divided according to age

**Duration and structure of the activity** (duration in hours, and how the activity is articulated):

1 day each session,

2 sessions per day (two groups divided according to age target), 3 days in total.

**Period (when was realized? do it still exist?):**

Summer 2017: Will take place on 24th July, 7th and 21st August.

**Beneficiaries (what kind of participants? what age?)**

Children with different disabilities, from 5 years old up to 16 years old.

### **Is the activity devoted to everybody?**

The activities are specifically designed for the mentioned target group: children with disabilities, 5 - 16 years old.

### **Does the activity regard a group or the individual? (or a mix?).**

If it regards a group, how many people? Group of children, minimum or maximum number not defined yet. The programme has still to start and numbers will be available after the 21st August 2017.

### **How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? No data available until the end of August**

### **Staff: What is the staff composition, Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?**

Depending on the number of the participants, 2 coaches or more.

The coaches are FA Qualified, DBS Checked (police check) , First Aid Qualified and all have attended a child protection course as well as a part of requirement.

### **How many staff members? None, presence on the day of staff member not needed.**

## **CONTENT OF THE ACTIVITY**

### **Vision (what is your "dream", your main and general purpose?)**

Watford Football Club's Community Sports and Education Trust, operating in Hertfordshire and the London boroughs of Harrow and Hillingdon, run over 30 different projects engaging with over 158,000 participants annually. Each project benefits one of our five key pillars;

Sport Participation  
Social Inclusion  
Health  
Education  
Community Facilities

It is designed alongside our overarching aim to 'make a positive difference for all through sport and learning'.

**Educational objectives:** Watford FC's CSE Trust are delivering the Disability Programme to help create opportunities for disabled people through sport by embedding a culture of inclusion across the trust community activities. This will ensure that disabled people can access the sport or physical activity of their choice, being inspired to be more active, and encouraged to develop the skills and confidence needed to

realise their potential.

**Story of the practice (how has been created):** In 2016, The Premier League, Watford FC and BT have launched a three-year programme that aims to create opportunities and inspire disabled people through sport. This partnership see the organisations work together to provide funding to Premier League clubs to create more opportunities for disabled people across England and Wales (for more info: <https://www.watfordfc.com/commmunity/community-trust/new-disability-sport-initiative>).

### Method and technics

How the activity is articulated? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
Organisation	Set up of the 3 week programme, taking in consideration holiday time and needs of family and their children. Organise the venue (all equipment in place?) and the coaches (availability, up to date qualifications, extra support needed?)
Promotion	Promotion through different channels, starting from the partner organisations (like BT), trying to reach as many individuals/external organisations as possible (County Council, Dacorum Borough Council, Disability focused charities and groups, etc).
Organise participations and run the activity	Collect and divide into groups participations (mix group regarding gender but groups divided according to age to facilitate activities proposed); run the activities: big focus on engaging games and adapting the sessions to fit with the individual impairments needs.

### Do the methods or techniques belong to an already recognised approach?

This is not the first initiative aimed at including children with disabilities in sports, like football in this case.

### Are the methods or techniques innovative? if yes, please explain how.

None particular innovative practices detected.

*Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...*

Sports As Community Development	
<b>A) Emerging and enhancement of a community's resources throughout sports:</b>	
<ul style="list-style-type: none"> <li>Do the experience here described supported the emersion and enhancement</li> </ul>	The programme brings one again the focus on equality and diversity, pushing the community to do

of any community's resource?	more and better regarding equal opportunities in sport for people with disabilities.
<ul style="list-style-type: none"> <li>What are the community's resources related to sports and physical activities emerged and enhanced thanks to the project-activities?</li> </ul>	the programme goal is to underline that Disability does not mean "not able" but "differently able", so the project will help this important vision to be appreciated by a larger public in the community.
<ul style="list-style-type: none"> <li>What are the territory's resources that the project-activity have enhanced?</li> </ul>	The activity is reinforced by the popularity and fully-resourced Waftord FT charity that already include a large portion of community's members in different activities/projects.
<ul style="list-style-type: none"> <li>Which are the resources that should be developed?</li> </ul>	Not applicable at the moment. At the end of the programme will be possible to analyse potential resources to be restructured or created ad hoc.
<b><i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i></b>	
<ul style="list-style-type: none"> <li>To what extent in this experience/project, sports and physical activity became an element of involvement for the community members, ensuring their active participation?</li> </ul>	Sports and physical activities are the key elements in this project to involve the community members. Because the activities proposed are specially designed around specific needs, the participation is expected to be on a high rate.
<ul style="list-style-type: none"> <li>Did the project supported the emersion of the community's needs and desires in relation to sports?</li> </ul>	The project is supporting specific community's needs already emerged in the past. The focus is to organise successful project so that those needs will not be forgotten and the disabled community left alone.
<b><i>C) How can sport help developing community's skills:</i></b>	
<ul style="list-style-type: none"> <li>Did sports become a learning occasion for the community?</li> </ul>	The hope is that the activities will not only promote learning within the participants, but also reflection around the community and support so that projects like this inclusive football might become permanent and still affordable for the members of the community.

## **Impact**

### **What are the benefit of this specific sporting practice on the communities?**

(in terms of development, social inclusion, skills learning, physical benefits, etc.)

For the participants: learning basic football skills, improve of self confidence and social skills.

For the community: learning to look at disabilities as a resource, not a barrier. Develop awareness and understanding regarding equality and diversity principles.

### **What are the benefit of this specific sporting practice on individuals?**

Improve physical and mental well-being as well as social skills and self-confidence

### **What are the benefit of this specific sporting practice on families?**

Especially the family of those children's with disabilities will feel more included in the community and supported in their battle to provide the best possible life-opportunities to their children.

### **What are the benefit of the specific discipline on society?**

The activities teach the respect of the rules, the importance of value diversity and the benefit of inclusion; useful also to turn potential barriers into opportunities.

## **COMMENTS by the researcher**

### **Any strength or weakness points in our opinion:**

The focused on fun and specific needs of the activities proposed is a big strength of the programme. Only feeling comfortable with the activities proposed, participants can improve their self-confidence and gain this way the personal trust that is essential in a learning process.

### **Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)**

The results can only be analysed at the end of the programme however we hope to have a good feedback from the participants who are key players in this.

## **ATTACHMENTS**

References, as articles, links, etc.

Photos, video: "ladies only football for children with disabilities" (similar and related project) video testimonial: [https://www.youtube.com/watch?v=ld\\_o9cXCUaA](https://www.youtube.com/watch?v=ld_o9cXCUaA)

Other materials: <https://www.watfordfccsetrust.co.uk>

Testimonials (i.e. interviews of participants, families, stakeholders, etc.)

## **GENERAL DATA**

**Good practice title:** Women Only Aqua-Aerobic

**Organization doing the research:** Community Action Dacorum

**Good practice theme:** water Aerobic for women only, focus on Muslim community

**Organization responsible for the good practice:** Creative Learning

**Short description:**

Water Aerobic for Women Only supporting especially the needs of the Muslim community in the area of Dacorum. Organising gender-based classes is the way to engage this important community group that otherwise will face, for religious and cultural reasons, a big barrier to participate in exercise classes.

**Person/s interviewed, and role in the organisation:**

N/A (the researcher is a member of the Creative Learning team).

## STRUCTURE OF THE ACTIVITY

**Type of the activity (is it a course? an Event? etc.):** Class

**Duration and structure of the activity (duration in hours, and how the activity is articulated):**

Each course is 10 hour long. Lesson once a week, for 1 hour.

**Period (when was realized? do it still exist?):** Long-term project started more than 3 years ago , still running. Organised 3 time/year (Autumn term, Spring term, Summer term).

**Beneficiaries (what kind of participants? what age?)**

Women only, aged more than 19 (the majority of the participants comes from the Muslim community but the course is open to all women; the majority of the participants is over 40)

**Is the activity devoted to everybody?** Women only

**Do the activity regard a group or the individual? (or a mix?). If it regards a group, how many people?)**

The activity comprehends a group of people, generally min 4 and max 15 participants.

**How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?**

In one year the people engaged are around 20 (between learners who attend more than 1 course and new learners). Since the beginning the project has involved more than 100 people.

**Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?**

The course is supported, in terms of setting up, quality checking, learners progression and admin, by the

Creative Learning staff members (Admin, Quality Coordinator, Courses Coordinator, Database Coordinator, Manager, volunteers); the activities themselves are carried out by one qualified tutor (female) and supported by a lifeguard (qualified, female).

**How many staff members?** n /a (Look at previous answer)

## CONTENT OF THE ACTIVITY

### Vision (what is your "dream", your main and general purpose?)

The aim of this project is to provide a safe, barriers-free environment for the Muslim community female members who face - otherwise - religious based and culturally based barriers to engage in exercise classes. The activities carried out in the water help also those learners who face physical impairment and have so a double barriers to overcome before engaging in exercise classes.

**Educational objectives:** Improve physical and mental well-being; fight isolation, improve self-confidence and improve community's sense of belonging

**Story of the practice (how has been created):** The "Women Only Aqua-Aerobic" project started as a progression of the larger "Women Only Exercise" project, carried out by Creative Learning (Adult Education Project of the charity Community Action Dacorum) and Muskaan (Muslim Women Association in the Dacorum area really active in trying to engage the Muslim female community in different activities to fight isolation and social exclusion). The participation of only women to the exercise classes proposed is essential to guarantee attendance. Exercises classes as Aqua-Aerobic provide a great opportunity to fight overweight related health problems, increase self-confidence and active participation in society. Aqua-Aerobic in particular allows learners who suffer from specific mobility issues to participate without facing difficulties in the classes. Aqua Aerobic also helps people who suffer from arthritis.

### Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Techniques or procedures adopted
Organisation	Understanding the needs of the target community in collaboration with "group leaders" and community-based association (Muskaan); setting up of the course according to the specific needs analyzed and the community demands.
Promotion	Promoting the project/activities trying to reach - with the help of the community-based organisation Muskaan, those who face communication barriers (language is a barrier for a big portion of the first generation Muslim Women in this country. They speak their first language at home and this is why they find so hard to integrate in society).
Run the activity with	The activity proposed includes a progression route during the course

<p>attention to variation</p> <p>collection of feedback</p>	<p>(exercises become a bit more challenging every 2 weeks); it is really important to have variations for each exercise (to give alternatives to those who face mobility issues or learning difficulties). The tutor is responsible for lesson plans, variation and progression. The office-based team collects evaluation and progression data to be sure that the course satisfies the quality requirements and to make sure that the course is really suitable for all learners. According to the feedback collected, if changes are required the office team and the tutor will take the necessary actions.</p>
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**Do the methods or techniques belong to an already codified approach?**

The project, when it started, was really innovative in the area as there were not many opportunities for the women of the Muslim community to engage in exercise classes (this is because there were no Women Only exercise courses).

**Are the methods or techniques innovative? if yes, please explain how.**

The techniques proposed during the class itself are not particularly innovative but it is important to note that the tutor in charge proposes a great variety of different moves to respond positively to each individual specific need.

*Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...*

<p><b>Sports As a Community Development</b></p>	
<p><b><i>A) Emerging and enhancement of a community's resources throughout sports:</i></b></p>	
<ul style="list-style-type: none"> <li>Do the experience here described supported the emersion and enhancement of any community's resource?</li> </ul>	<p>As the project helps the integration of the Muslim community to the society, it makes a positive impact on communities' cultural exchanges, value of diversity and equal opportunities.</p>
<ul style="list-style-type: none"> <li>What are the community's resources related to sports and physical activities emerged and enhanced thanks to the project-activities?</li> </ul>	<p>The project promotes awareness around the importance of exercise for a general well-being (mental and physical); it encourages demonstrating that everybody can and should engage to a sport activity because physical or mental barriers can be easily overcome with the right training and trainee</p>
<ul style="list-style-type: none"> <li>What are the territory's resources that the project-activity have enhanced?</li> </ul>	<p>The project helped the collaboration between different centres and organisations that could learn from this experience how to design better activities trying to engage all groups in the community and how to organise spaces to be suitable for each</p>

	target group.
<ul style="list-style-type: none"> <li>Which are the resources that should be developed?</li> </ul>	Multilingual evaluation and progression forms but the costs are too high.
<b>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</b>	
<ul style="list-style-type: none"> <li>To what extent in this experience/project, sports and physical activity became an element of involvement for the community members, ensuring their active participation?</li> </ul>	The water Aerobic provides the chance also to people with mobility or weight-related problems to participate to an exercise class. The target - Women Only - allows the participation of the Muslim community, otherwise left out from most of the exercise courses proposed.
<ul style="list-style-type: none"> <li>Did the project supported the emersion of the community's needs and desires in relation to sports?</li> </ul>	The project is supporting specific community's needs.
<b>C) How can sport help developing community's skills:</b>	
<ul style="list-style-type: none"> <li>Did sport become a learning occasion for the community?</li> </ul>	<p>The course provides the chance to learn about aerobic movement aimed to strength the body,</p> <p>Improve coordination and physical well-being;</p> <p>It helps to learn about general well-being principles (e.g. nutrition advices)</p> <p>It represents a complete learning experience as it provides a very diverse cultural environment (learners coming from different countries and cultures) and elements to help a better integration with the British society.</p>

## Impact

### **What are the benefit of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)**

This course has a positive impact on Muslim community (especially Muslim women) integrating into the British society. The courses are run by Creative Learning which takes care of Quality requirements involving embedding of English, Math, British values, Safeguarding and Prevent into each course. This is particularly beneficial when it comes to courses designed to involve minority groups as their participation is beneficial for the entire community. Looking at the same process from the opposite point of view, as the course see the participation also of women not belonging to the Muslim community, it is a great chance for an intercultural exchange that should lead to better understanding of diversity and equal opportunities values.

**What are the benefit of this specific sporting practice on individuals?**

Improved general well-being, improved self-confidence, improved social skills and sense of belonging.

**What are the benefit of this specific sporting practice on families?**

This course gives to the women a chance to learn how to take care of themselves from a body and mind point of view. As women, especially in the Muslim community, are the one in charge of taking care of the house, the children and the family members in general, a better, healthier approach to daily life influences positively on the whole family.

**What are the benefit of the specific discipline on society?**

Great chance of cultural exchange, diversity and equal opportunities values.

**COMMENTS by the researcher**

**Any strength or weakness points in our opinion:**

A big strength of this project is the variety of options proposed to the learners by the tutor so that everybody can be engaged in the activity. The women only courses produce a big impact in participation of minority ethnic groups to exercise activities and this produces itself a better community environment where everybody feels more accepted and valued.

**Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)**

**ATTACHMENTS**

References, as articles, links, etc. <http://culturalllearning.org/swimming/4565694511>