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IO3 | Trainers' Guide

Project Title	Inclusion through sport intervention: DISCIPLINS Project
Acronym	DISCIPLINS
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Intellectual Output	IO3
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TRAINER'S HANDBOOK

INTRODUCTION

DISCIPLINS - Social Inclusion through sport-based interventions - (2018-1-ES01-KA203-050916) is funded by the Erasmus+ programme (KA2 – Strategic Partnerships) and its Consortium is composed of 6 institutions from 3 EU countries (Spain, Italy and Finland – hereinafter as partners' countries) that have a vast experience in EU-funded projects and are active actors working with sport and social inclusion.

Throughout the project lifecycle (31 December 2018 to 29 June 2021, and 3 extra months due to the COVID-19: 29 September 2021), DISCIPLINS seeks to impact on the development of skills and curricula relevant to the societal needs by developing an expert training course focused on social inclusion through sport-based interventions and a map of competences related to this field.

The project outputs are mainly addressed to provide professors, trainers, and coaches in high education institutions as well as organisations active in social inclusion and/or sport with the necessary skills and competences to maximise the use of sports as a methodology and tool for social inclusion and cohesion. Trainers and professors from partners organisations together with professionals from local stakeholders will participate in capacity building and dissemination activities to further implement the Expert training course within the scope of their organisations as well as cooperating together for the design and implementation of high-impact sport initiatives for social inclusion and cohesion at local and European levels.

The main innovation of the project lies in the development of a specialised training programme focused on social inclusion through sport-based interventions that will be addressed to university students interested in this field of intervention as well as educators, social workers, youth workers, adult workers, coaches, and professionals working both in organisations dealing with social inclusion and sport organisations.

We have created this Trainers' Guide containing the most basic recommendations for trainers, teachers and facilitators about the training created.

MODULE 1: Teaching and Learning
Objectives

- Obj1. Understand sports contexts where social inclusion and sport can work.
- Obj2. Study different models to intervene on vulnerable groups
- Obj3. Show some examples at European level that focus on the work of social inclusion through sport.
- Obj4. Deepen the values that sport can contain to favour social inclusion processes
- Obj5. Know the characteristics and internal dynamics of groups and groups in situations of social problems.
- Obj6. Define strategies for the attention of needs for the sports practice of groups in situations of concern.
- Obj7. Develop socio-educational and research intervention strategies that favour the elimination of barriers and the promotion of sports in groups with social inclusion needs.

Syllabus

This module has been organized in five different subjects. Each one is prepared for 25 hours (1 ECTS).

1. Theoretical framework: establishing the start point (1 ECTS).
   - 1.2. Theoretical and epistemological basis for the social inclusion (6 hours).
   - 1.3. Theoretical basis of the sport (6 hours).
   - 1.4. Social inclusion, sports, and people with special needs (6 hours).
   - 1.5. Marta Nussbaum (7 hours).
2. International policies and citizen participation (1 ECTS).
   - 2.1. International policies of social inclusion and sports (7 hours).
   - 2.2. Citizen Participation and Social Inclusion (10 hours).
   - 2.3. Values of sport (8 hours).
3. Vulnerable populations and groups (1 ECTS).
   - 3.1. Types of vulnerable groups and internal dynamic (5 hours).
   - 3.2. Areas of needs of the vulnerable population (12 hours).
   - 3.3. The gender perspective and social inclusion (8 hours).
4. Teaching-learning processes for social inclusion (1 ECTS).
   - 4.1. Own project (4 hours).
   - 4.2. Could school be different? (10 hours).
   - 4.3. Learning together (11 hours).
5. Skills development for inclusion through sport (1 ECTS).
   - 5.1. Skills for social inclusion in sport (21 hours).
   - 5.2. Leadership strategies in sport for social inclusion (4 hours).

Methodology

The work proposed here is online and requires electronic devices in order to put students and teachers in communication with each other. The learning management systems to be used here will be free-use virtual platforms such as Moodle. The idea in this module is that students learn basic knowledge about social inclusion and sport in its different formal and informal contexts. This learning process will do through case study work, reading comprehensive texts, watching sports videos… Moreover, some individual and group tasks will be suggested such as an exhaustive search for information, designing a map where an experience of inclusion and sport is located, followed by discussion, and sharing.

In any case, students will be required to carry out a practical task, which includes a visit to a space of vulnerable group physical activity and its subsequent presentation to the class group. The first practical and individual task is to record a video where introduce his/herself. The second one is to choose a European city where a sport and inclusion intervention can be developed and define it on a map. Finally, once the group sessions are finished, the third individual task will be to design a table where the information of the intervention will be collected.

The methodology proposed for the development of this module will have an active character, as it is intended to be developed from an innovative approach where different forms of group and individual work are integrated.

Trainer's role

Trainers will oversee guiding the students' learning in this module. To do so, teachers will use different methodologies to explain the general contents developed. With the help of the materials provided to the students, teachers will try to create an open and respectful classroom environment that facilitates student participation. Likewise, teachers will be available in class (and by email) to resolve any doubts or queries that may arise during the development of the different tasks.

For the sessions, the trainer must create different attractive materials for the students such as videos, Padlet, WebQuest and others that he/she considers making the teaching more interactive and participative. Likewise, for the master

classes he/she should make use of presentations in Prezi or PowerPoint, but at the same time, when it comes to the practical sessions, other class dynamics such as simulation games, inverted class, or project work. The idea is that the students are the subject of the teaching-learning process and that their previous knowledge is considered, as the recipients are professionals in the field of education or sports, which adds value to the sessions.

Subject and activity	Preparation
1.1.	Organise students into groups and select leaders from any group. Share readings with students and give questions to each group.
1.2.	Become familiar with Listen Right technique. Share links and/or documents with students.
1.3.	Become familiar with CenterPiece, and Inside-outside circle, techniques. Share links and documents with students.
1.4.	Become familiar with Same-Different technique. Share links and/or documents with students. Raise questions for students. Check the links and send materials. Organise students into groups. Manage online platform to give special access to presenters from each group. Check online platform.
2.1.	Prepare questions to be shared with students. Seek four experts in the field of social inclusion through sports to be invited to be invited in order to share with students their experiences.
2.2.	Check links and share documents with students and design a group map.
2.3.	Create groups of three. Share with them different inclusion projects through sports. Send readings and videos (links) to students.
3.1.	Check the links and send materials.
3.2.	Share with students different questions related with the issue.
3.3.	Check the links and send materials. Create different student groups. Manage online platform to give special access to presenters from each group. Check online platform.
4.1.	Check the links and send material to the participants.
4.2.	Check the links and send material to the participants.
4.3.	Check the links and send material to the participants.
5.1.	Coordinate and encourage students' participation during the discussion.
5.2.	Share with students documents and refresh methodologies used during subject 1. Manage access to a sport training session with any vulnerable group (disability, migrants, homeless…)

Materials

Different platforms are available for video design. Video is a very useful educational tool where the student is the protagonist of the learning process and can do it in a group. In addition, various competences such as digital skills, learning to learn and creativity are put into action.

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Some platforms can be from power point or keynote, Canva, animaker or PowToon (YouTube) and many others. It is important to keep in mind that the videos should be short and disneic, technique 2-6 is recommended. Two minutes to present the idea and 6 minutes to develop it.

If you want to see the complete list of materials, please go to ANNEX 1- Module's 1 bibliography.

Subject and activity	Materials
1.1.	Computer, pencils, pens, folios, reading material. See also the references in the bibliography section: **Consult the Euro Lex database for European sports legislation.**
1.2.	Computer, pencils, pens, folios, reading material. See also the references in the bibliography section: **Consult the Euro Lex database for European sports legislation**.
1.3.	Computer, pencils, pens, folios, reading material. See also the references in the bibliography section: **Positive Future project** **Sport in Action projects**
1.4.	Computer, pencils, pens, folios, reading material. See also the references in the bibliography section: **Sport in Action projects** **Council of Europe – European Sports Charter**
1.5	Computer, pencils, pens, folios, reading material. See also the references in the bibliography section: **Council of Europe – European Sports Charter**
2.1.	Computer, colours, photo or mobile machine, cardboard or continuous paper, pencils, pens, folios, reading material. https://doi.org/10.24310/riccafd.2020.v9i1.8307 https://www.coe.int/es/web/compass/citizenship-and-participation See also the references in the bibliography section: **Social mapping and citizenship rights**
2.2.	Computer, colours, photo or mobile machine, cardboard or continuous paper, pencils, pens, folios, reading material. - https://www.greenmap.org/make-map/education-youth - http://www.careacademy.org/ISOFI/ISOFI%20Pages/ See also the references in the bibliography section: **Social mapping and citizenship rights**
2.3.	Computer, colours, photo or mobile machine, cardboard or continuous paper, pencils, pens, folios, reading material. See a Exercise205_Social20Mapping.pdf Also the references in the bibliography section:

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	Social mapping and citizenship rights
3.1	Computer, internet, mobile phone http://www.efsupit.ro/images/stories/1%20March%202017/Art%2047.pdf
3.2.	Computer, internet, mobile phone
3.3.	Computer, internet. Online document of IOC: https://www.olympic.org/sha IOC Media What is harassment and abuse in sport? https://youtu.be/ZW1D9SVTOJE
4.1.	Computer, internet,
4.2.	Pencils and papers Pencils, papers, internet connection, personal computers. See also the references in the bibliography.
4.3.	Computer, internet connection Reading materials: See also the references in the bibliography.
5.1.	Computer, internet connection
5.2.	Computer, internet.

Assessment tool

For the assessment of this subject, self-assessment will be used, accompanied by assessment rubrics that will guide students in an individual reflection on their training process. These rubrics will consist of a qualitative section with questions aimed at the significant internalisation of the work done in class and then a quantitative section in which, through specific questions, they will be able to quantify the grade in this section on a scale. Finally, based on the marks proposed by the students, the teacher will endorse them or propose a reasoned alternative. The aim of a self-assessment with qualitative questions is for the learner to review the learning process individually and to be critical of his/her own learning process. Some examples of cross-examination are:

- Did I participate in the class, did I understand the task, could I contribute more if I planned the sessions, does what I am working on help me?

The teacher can use the results of the self-assessments to reinforce the strengths of the participants with dynamics, as well as to discard actions or activities that represent weaknesses or threats to the participants. The evaluation will be carried out through a system of rubrics specifically designed for the development of the tasks of analysis and reflection of academic articles, elaboration of a group design

of a group socio-educational intervention proposal, the design of the information matrix, the delivery in due time and form of the individual activities such as the presentation, the map of the city for the intervention.

MODULE 2: Methodologies and tools for social inclusion through sport- based interventions.

Objectives

- Ob1. To design and develop qualitative and quantitative tools to gather information about inclusion through sport.
- Ob2. To validate qualitative and quantitative research instruments.
- Ob3. To evaluate and map as a foreknowledge skill, disabilities, health/wellbeing, support, needs choosing the appropriate evaluation method (observation, interview, discussions, etc.).
- Obj4. To analyse qualitative and quantitative data.

Syllabus

This module has been organized in five different subjects. Each one is prepared for 25 hours (1 ECTS).

1. Participatory methodologies for inclusion through sport (1 ECTS).
   1.1. Qualitative research (12,5 hours)
   1.2. Quantitative research I (7 hours)
   1.3. Quantitative research II (5,5 hours)

2. Tools and strategies for socio-community intervention (1 ECTS).
   2.1. Methodology of community social intervention (6 hours).
   2.2. Socio-educational and psychosocial intervention about person (6 hours).
   2.3. Intervention in the environment through sport (6 hours).
   2.4. Learning – service as an inclusion strategy (7 hours).

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3. Design of social intervention projects (1 ECTS).

3.1. Skills for social inclusion through sport activities (4 hours).

3.2. How to address physical activity and sport from a scientific and educational perspective. Applying innovative means and methods in different contexts in which the professional can exercise their work (2 hours).

3.3. How to design, develop and evaluate the teaching and learning process related to physical activities and sports with attention to the individual and contextual characteristics of people in exclusion contexts (4 hours).

3.4. Participants observe some group where people with special needs is. Participants observe adaptions with physically activities and how inclusion come true. (8 hours).

3.5. Participant training how to adapt different kind of games that different kind of people can participate a same game. People with special needs or without. Training TREE method and inclusion spectrum in practice (5 hours).

3.6. Participants plan a circle training that different kind of people can participate. Participants adapt all movement. Participants also know how to structure activities (2 hours)

4. Implementation of socio-community projects through inclusive sport (1 ECTS).

4.1. Supporting different groups and individuals in sports situation (4 +4 hours).

4.2. How to identify different special needs in practice (8 hours).

4.3. How to build positive relationships in a group and between people (9 hours).

5. Evaluation of social inclusion processes. Development of instruments (1 ECTS).

5.1. Evaluation of gender perspective, equality, and social inclusion in the context of sport (6 hours).

5.2. Identification of the correct educational path for specific contents (8,5 hours).

5.3. Intervention in the social inclusion process with different sport tools at students' disposal

5.4. Research of new instruments in the context of social inclusion and sport for the development of activities (10,5 hours)

Methodology

All subjects are designed to provide a student-centred learning environment. In practice, the following teaching methods will be used:

● Lectures

Presentation of theoretical contents where the professor's primary role is to coach and facilitate student learning and overall comprehension of material, and to measure student learning through both formal and informal forms of assessment, like discussion and class participation.

● Practical hands-on sessions

Active learning as a learning environment that allow students to talk and listen, read, write, and reflect as they approach course content through exercises, informal small groups, and other activities - all of which require students to apply what they are learning.

Trainer's role

Trainers will be responsible for guiding the students' learning in this module. To this end, teachers will use different methodologies to explain the general content developed. With the help of the materials provided to the students, teachers will try to generate an open and respectful classroom atmosphere that facilitates the participation of the students. Likewise, teachers will be available in class (and by email) to answer any doubts or query that may arise during the development of the different tasks.

Subject and activity	Preparation
1.1.	Small data matrix compatible with SPSS software/statistical program.
1.2.	Stories, cases or tales where social exclusion and inclusion situations are present in sport context.
1.3.	Scientific handbook or text that includes design of interviews as a source of qualitative information. Students will need Atlast.ti.
2.1.	Before the class, an explanation about the content of material to read, the link of the video and the conference (In Annexes)..
2.2.	Before the class, an explanation about the content of material to read, the link of the video and the conference (In Annexes).
2.3.	Distribution of the material by the teacher and explanation of the

	mapping phases.
2.4.	Reading material and link of the video and the webinar (In Annexes).
3.1.	Check the links and send materials.
3.2.	Check the links and send materials.
3.3.	Check the links and send materials.
3.4.	Contact to the group leader and ask permissions to do an observation.
3.5.	Reservation of a sport hall or space to move and play. Trainer also bring different kind of equipment for the proposal games.
3.6.	No needed preparation before as participants are leaders in this activity.
4.1.	Students need to write shortly about their experience in sports and couching before course begins. Preparation of two examples of inclusive sports: (In annexes)
4.2.	No needed previous preparation.
4.3.	No needed previous preparation.
4.4.	Teacher should organise the discussion in focus groups, focusing on the weaknesses, strengths, opportunities and threats involved in considering sport as a tool for the social inclusion of vulnerable groups.
5.1.	Study the materials related to Sit2Play Project to analyse the steps that lead to the results achieved.
5.2.	Presentation of the chosen activity for the analysis. Starting from the experience analysed during Activity 1, they will ask the students to face a sport context in which able-bodied and disabled children play the same game.
5.3.	No needed previous preparation as the floor is for students, that should identify their favourite context describing the main characteristics that distinguish it in terms of target group, needs and activities to be carried out.

This section will be developed from the comprehensive reading and discussion of scientific, popular articles and videos and the debate using online platforms.

Therefore, students will have access to the materials you can find in ANNEX 2- Module's 2 bibliography.

Subject and activity	Materials
1.1.	SPSS trail software for home use / SPSS software through institutional university license Link to download SPSS: https://www.ibm.com/es-es/analytics/spss-trials
1.2.	Atlas-ti/Nvivo Software in trial format or university license through institutional permission Links to download the software: https://atlasti.com/free-trial-version/ https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/try-nvivo
1.3.	Platform to search articles/books/chapters: https://www.tandfonline.com/
2.1.	Computer, paper, pens, cardboard, sticky notes
2.2.	Computer, photos, colours, cardboard, pen, pencil, rubber, case of the content of the module D
2.3.	Computer, colours, photo or mobile machine, cardboard or continuous paper, pencils, pens, folios, reading material
2.4.	Computer, paper, pen, reading material
3.1.	Computer, internet connection (printed material?)
3.2.	Computer, internet
3.3.	Computer, internet, videos Links for the videos: https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2493-adapt-modify-part-1 https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2496-adapt-modify-part-2 https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2499-adapt-modify-part-3 https://theinclusionclub.com/resources/tic-videos-2/#1013-tic-videos/2502-adapt-modify-part-4
3.4.	Computer, internet, phone
3.5.	Different equipment: balls etc.
3.6.	Pencils and papers
4.1.	Computer, internet connection Reading materials: www.icoachkids.eu

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	USA, NFL: https://operations.nfl.com/media/3789/2019-nfl-diversity-inclusion-report.pdf
4.2.	Computer, internet connection
4.3.	Depends on the activities students are planning
4.4.	Computer, internet connection
5.1.	Links: https://www.sit2play.eu/ https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/603161-EPP-1-2018-1-IT-SPO-SCP
5.2.	Link: https://ec.europa.eu/programmes/erasmus-plus/project-result-content/9533f95a-f902-4a4a-b3f7-e1d8d24211b2/SIT2PLAY%20Handbook.pdf
5.3.	Pencils, papers, internet connection, personal computers

Assessment tool

The evaluation of this module will be carried out by implementing the following:

- Mini tasks in-class activity (per block of content).
- Study case home on-line activity (final assessment task).

These tasks will be supported by a 360º carried out by the instructor (teacher evaluation), the students (self- assessment) and their peers (peers-assessment).

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MODULE 3: Orienteering with children at risk of exclusion

Objectives

Module 1 and 2 DISCIPLINS seeks to impact on the development of skills and curricula relevant to the societal needs by developing an expert training course focused on social inclusion through sport-based interventions and a map of competences related to this field.

Module 3 gives examples of practical use of sport to promote social inclusion using different methods and different types of sports for different target groups.

- "Orienteering with children at risk of exclusion".
- "Experimental learning in the natural environment with teenagers at risk of exclusion".
- "Good practices of social inclusion through sport-based interventions working in sports contexts with mentally or physically disabled persons"
- "How to make senior citizens active?".

University Loyola Andalucía's pilot is directed toward children in risk of social exclusion. The aim of this intervention is to allow future experts to design, implement and evaluate a proposal with children from sensitive contexts. The objectives of University Loyola Andalucía's proposal are:

- To become able to analyse different contexts understanding their main characteristics and the needs of the people acting in each context
- To learn how to adapt different sports disciplines to different contexts, learning from the observation of good practices
- To learn how to implement a sports program, adapting it to different target groups
- To become able to ideate and build physical activity interventions.

University of Seville's pilot took adolescents out of their comfort zone where they feel they are in an unstable balance in which their previous skills do not help them too much. Proposing them new content to involving safety and feeling accepted and where educators have to have skills for active listening:

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- To know and use quantitative and qualitative techniques to analyse the sport's impact in the target group.
- To create a focus group protocol.
- To analyse qualitative and quantitative information through software provided by the trainer.

The main objective of the proposal for the target group is to know the physical and cultural environment.

- To put technical skills related to orienteering races into practice.
- To apply interpersonal skills when participating in the race.

Federations Italiana Pallavolo's (FIPAV) pilot is based on its direct experience developed in the field of sports inclusion of people with physical or mental disabilities. FIPAV's proposal has four objectives:

- To become able to analyse different contexts understanding their main characteristics and the needs of the people acting in each context.
- To learn how to adapt different sports disciplines to different contexts, learning from the observation of good practices.
- To learn how to implement a sports program adapting it to different target groups.
- To become able to ideate and build physical activity interventions.

Laurea University of Applied Sciences presents the different policies and interventions that have been used to increase the social inclusion of senior citizens through exercise and sport. These examples have attracted senior citizens to physical activity and sports.

- Mobility affects the physical, mental, social, and experiential functioning of seniors.
- Active exercise also reduces the incidence of several diseases.
- Awakening and supporting seniors' own activity are extremely important factors in any project that increases physical activity.

Syllabus

Module 3 of Trainers Guide is organized in four different subjects:

"Orienteering with children at risk of exclusion", "Experimental learning in the natural environment with teenagers at risk of exclusion", "Good practices of social inclusion through sport-based interventions working in sports contexts with mentally or physically disabled persons" and "How to make senior citizens active?".

1. Orienteering with children at risk of exclusion:
1.1. Target group: children at risk of exclusion.
1.2. Orienteering as a sport.
1.3. Proposal.

2. Experimental learning in the natural environment with teenagers at risk of exclusion
2.1. Overview.
2.3. Proposal.

3. Good practices of social inclusion through sport-based interventions working in sports contexts with mentally or physically disabled persons
3.1. Overview.
3.2. Objectives, contents, and competences of the subject.
3.3. Content 1. Sports contexts with mentally or physically disabled persons.
3.4. Content 2. Sitting volleyball practice.
3.5. Content 3. How to build an educational/sports program.

4. How to make senior citizens active?
4.1 Outdoor activities, recreational football and inside curling as examples of social inclusion in sport and physical activities.
4.2 Different models, organisations, and types of social inclusion in sport and physical activities.
4.4 How to make senior citizens physically active through social inclusion practices?

Methodology and training preparation

Everyone with a disability need to be adequately catered for and their potential recognized, respected and nurtured. Social inclusion in physical activity and sport does not always require very large arrangements and resources, but a form of physical activity suitable for the target group is almost in itself a sufficient factor.

The methodology of this module has an active character where different forms of group and individual work are integrated. Module 3 consists of practical hands-on sessions, active learning and learning by doing – going from practice into theory. The methodology of each proposal is provided in the later in the text.

Trainer's role

This Trainers Guide Module 3 presents four practical approaches through which the involvement of different groups as active actors in sport has been implemented. The primary task of the trainer is to enable the active participation and involvement of the participants in the sport. The operating models can be used directly or by modification in the planning of various participatory sports activities. Likewise, trainers will be available to resolve any doubts or queries that may arise during the development of the different tasks.

During the sport pilots the trainer is responsible for ensuring that everyone has access to the exercise on an equal footing, but the trainer is also responsible for following the rules of exercise and safety during the sessions.

Materials (little description + link to the materials)

Written materials on each theme have been produced for the guidebook and the more scientific work published by the project. Links to materials are in the end of each proposal.

Short tutorial videos have been made on each theme. Links to the videos are below:

1. Orienteering with children at risk of exclusion:
   https://vimeo.com/548938816, password: boom
   https://vimeo.com/570623995, password: Loyola

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2. Experimental learning in the natural environment with teenagers at risk of exclusion: https://www.youtube.com/watch?v=-k0Ql3da5Wg

3. The practice of sitting volleyball: https://we.tl/t-IZ4WaCO40q

4. How to make senior citizens active? (Social inclusion through recreational football): https://video.laurea.fi/media/Social+inclusion+through+recreational+football/0_rnyuz47h

Assessment

For the assessment of the four pilots in Module 3 mostly qualitative methods were used for collecting data: anecdotal records, life stories, discussion groups and interviews:

- Did I participate in the sport or exercise?
- Did I understand the task?
- How did we play together?
- How did I feel after the session?
- How did the trainer feel about the session?

Also, different and   mixed methodology can be used in   the   assessment. Qualitative data can   be   deepened   and combined with quantitative methods like questionaries. Assessment takes place at each pilot during and / or after the session. The teacher can use the results of the self-assessments to reinforce the strengths of the participants with dynamics, as well as to discard actions or activities that represent weaknesses or threats to the participants.

ANNEX 1. MODULE 1 BIBLIOGRAPHY

Consult the Euro Lex database for European sports legislation

- https://eur-lex.europa.eu/homepage.html
- Basic Sports Legislation in
- Spain: https://www.csd.gob.es/es/csd/organizacion/legislacion-basica
- Finland in European Commission: https://ec.europa.eu/info/index_es
- Italian Parliament portal: http://www.parlamento.it/519
- Mel Ainscow, Tony Booth & Alan Dyson (2006) Inclusion and the standards agenda: negotiating policy pressures in England. International Journal of Inclusive Education, 10:4-5,295-308, https://doi.org/10.1080/13603110500430633
- CSIE (http://inclusion.uwe.ac.uk) 1 Redland Close Elm Lane Redland   Bristol BS6 6UE
- https://learn-eu-central-1-prod-fleet01-xythos.s3-eu-central-1.amazonaws.com/5ac734ed505df/377065?response
- Maxwell Peprah Opoku, Christopher S. Rayner, Scott J. Pedersen, Monica Cuskelly. (2021) Mapping the evidence-based research on Ghana's inclusive education to policy and practices: a scoping review. International Journal of Inclusive Education 0:0, pages 1-17. https://doi.org/10.1080/13603116.2019.1600055
- Hampden-Thompson G. (2011) International perspectives on student outcomes and homework: family–school–community partnerships, Research Papers in Education, 26:1,129-131, DOI: 10.1080/02671522.2010.517059
- Howes A., Booth, T. Dyson A. & Frankham J.(2005) Teacher learning and the development of inclusive practices and policies: framing and context, Research Papers in Education, 20:2, 133-148, https://doi.org/10.1080/02671520500077947
- Quintelier E. (2010) The effect of schools on political participation: a multilevel logistic analysis, Research Papers in Education, 25:2, 137-154, https://doi.org/10.1080/02671520802524810
- https://www.youtube.com/watch?v=5nTuScU70As
- https://www.youtube.com/watch?v=r8UPn5boko0

Positive Future project

- https://dera.ioe.ac.uk/6207/2/A9RCAF8_Redacted.pdf
- Play International Burundi
- https://www.play-international.org/en/impact/missions/burundi-mission
- NETS Project India
- https://www.fundacionrafanadal.org/en/proyecto-nets.asp

Sport in Action projects

- https://www.sport-in-action.com/what-we-do/current-projects/#football-for-hope
- Smart Play project
- http://www.lmsportsbiz.com/en/a-project-for-the-latin-american-football/   Council of Europe – Code of Sports Ethics
- https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cecaa

Council of Europe – European Sports Charter

- https://www.coe.int/en/web/sport/european-sports-charter
- UNESCO – Values Education through sports
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- https://tiempodeactuar.es
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ANNEX 2- MODULE'S 2 BIBLIOGRAPHY

- A complete small data matrix and its questionnaire/scale.
- Computer, paper, pens, cardboard, sticky notes.
- SPSS trial software for home use/ SPSS software through institutional university license.
- Cases/tales or stories
- Atlas-ti/NVivo Software in trial format of university license through institutional permission.
- Platform to search the articles/books/chapters according to the trainer criteria: https://www.tandfonline.com/
  Some examples of useful online and PDF references about qualitative research (focused on interviews):
- https://www.tandfonline.com/loi/rqrs21
- http://methods.sagepub.com/book/interviewing-for-social-scientists/n1.xml
- https://www.emerald.com/insight/content/doi/10.1108/01409171211210154/full/html

  Books related to qualitative research:
- https://dialnet.unirioja.es/servlet/libro?codigo=127059
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