



DISCIPLINS

## IO1 - MAP OF COMPETENCES

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## MAP OF COMPETENCES OF THE EXPERT ON SOCIAL INCLUSION THROUGH SPORT-BASED INTERVENTIONS

Sport can improve physical fitness, but it can also teach valuable social skills, promote personal development and bring communities together. Sport, physical activities and games simulate many of the challenges found in everyday life and teaches important lessons like winning and losing, fair play, being part of a team, co-operation, leadership, discipline and working towards long term goals. Therefore, sport can do much more than just make people physically “fit”; as an educational tool it can help them become “fit for life”, becoming a key factor for education, individual and collective health, integration and social cohesion, crime prevention, citizenship, solidarity and participative democracy. People with fewer opportunities need, for a variety of reasons, extra support to develop their identity, their social skills and their ability to cope with life’s challenges. Sport can be an attractive method to use with this target group and can be extremely effective in stimulating the process of social inclusion. In addition, sport becomes a motivating, healthy and affordable alternative for leisure for many people. This is especially important for youth if we take into account the increasing number of young people at earlier ages today in Europe consuming regularly alcohol and drugs. The EU believes that Sport plays a vital role, not only in individual health and fitness, but in shaping our wider European society, thus promoting healthy living and social cohesion for young people across Europe.

Therefore, as well as being a great benefit to participants’ physical and mental health, sport and physical activity is considered to be extremely valuable in the context of social inclusion and integration. Such activities provide opportunities for marginalised and underprivileged groups, such as migrants and people at risk of discrimination, to interact and integrate with other social groups. Sport also provides those with a disability an opportunity to showcase their talents and challenge commonly-held stereotypes.

However, educators, coaches and professionals working with this target group often have little or no experience in using sport as an educational tool. Many do not know how to maximise the potential of sport as a method for social inclusion within their regular work. DISCIPLINS aims to tackle this gap by strengthening synergies and cooperation between high education and sport organisations and developing a common expert training programme on social inclusion through sport-based interventions.



The map of competences and skills for the Expert on social inclusion through sport-based interventions is the first Intellectual Output of the DISCIPLINS project. It was defined during the first months of the project, with the inputs of all the partners and the coordination of INCOMA.

It was built taking into account also the European Qualifications Framework (EQF) and the specific National Qualifications frameworks in Spain, Italy and Finland related to the professional families of sport and physical activities and social work and education. The map of competences includes the knowledge, skills and learning outcomes related to the competences defined.

All partners provided information to the coordinator of this output regarding the skills and competences considered most important and relevant to be included in the map of competences using their respective national qualifications frameworks on this field of work and study as well as data collected through focus groups in each country with experts. Then, a common focus group was carried out with all of the partners of the consortium in Seville, in February of 2019. After this collaborative work, INCOMA compared the information provided by partners and produced a common European map of competences.

The map was developed thanks to the information provided by all partners regarding the skills and competences considered most important and relevant to be included in the map of competences which allowed the production of a common European map of competences.

It will be presented, discussed and validated by all partners at the second transnational meeting of the partnership. This activity will be key in order to develop the next activities and outputs of the projects as will provide with the necessary information in order to design and develop the Expert training course (O2) and the training of trainers for capacity building of the professors (O3).





C. 1	Knowledge	Skills	Competence Description
<b>LEADERSHIP</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>● Specific leadership techniques</li> <li>● Approaches for goal-oriented target setting</li> <li>● Monitoring and assessment tools for target achievement</li> <li>● The importance of soft skills in interacting</li> <li>● Human nature and fundamental rules of interaction and social behaviour</li> <li>● Different incentive schemes and motivation techniques</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>● Formulate clear and logical objectives</li> <li>● Motivate people and foster their own initiatives/new ideas</li> <li>● Establish a positive atmosphere within the team</li> <li>● Identify the most suitable team members to coordinate and accept responsibility</li> <li>● Listen to others and give constructive feedback if needed</li> <li>● Define roles and tasks in a clear and understandable way</li> <li>● Delegate tasks to people with the appropriate skills</li> <li>● Take a positive attitude and learn from setbacks</li> <li>● Be respectful with the rest of the team</li> <li>● Be comfortable with disagreement and see it as an added value</li> <li>● Promote collaborative relationships</li> <li>● Generate a group identity</li> </ul>	<p>It is the competence by which individuals promote collaborative work with the team in order to achieve a common goal all together, knowing how to organize people, distribute tasks, promote innovation and effective decision-making. Promoting cooperation using individual skills and providing constructive feedback:</p> <ul style="list-style-type: none"> <li>– using skills of team members according to their individual strengths</li> <li>– providing constructive feedback</li> </ul> <p>Keywords: goal-oriented, soft skills, motivation, group identity</p>



C. 2	Knowledge	Skills	Competence Description
<b>COMMUNICATION</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>● The principles of effective communication and interaction.</li> <li>● The specific approaches, methods and procedures to communicate new ideas.</li> <li>● Specific methods, strategies and procedures to follow up and maintain relations.</li> <li>● Verbal and non-verbal communication principles</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>● Convey your message to obtain an assertive response.</li> <li>● Produce a clear, concise, genuine and personal innovation message for your interlocutors.</li> <li>● Demonstrate active listening skills leading to valid discussion exchange.</li> <li>● Analyse your audience or interlocutors to understand how to connect with their values and point of view.</li> <li>● Identify potential or current breaks in communication.</li> <li>● Demonstrate ability to overcome communication problems and barriers.</li> <li>● Demonstrate empathy</li> <li>● Detect and manage emotions and affective links</li> <li>● To communicate in oral, written, virtual and visual form in an effective way: project drafting, reports, conferences, presentations, etc</li> <li>● Communicate constructively in different environments</li> </ul>	<p>The skills and abilities through which someone can effectively monitor a communication process, understanding oneself as transmitter of a message, of how the innovation should be coded, and how recipients are going to understand this message.</p> <p>Ensure that the message code, linguistic register and style is shared between the transmitter and the recipient.</p> <p>Ensure that communication is established both ways, is simple, detail-focused and time-sensitive.</p> <p>Keywords: interaction, verbal, non-verbal, active listening, connection, empathy, adaptation.</p>



C. 3	Knowledge	Skills	Competence Description
<b>SOCIAL INCLUSION</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>- The different social realities and problems of social exclusion conceived in its widest form: people with disabilities, children and teenagers, women, families, the elderly, etc.</li> <li>- The principles of effective social inclusion</li> <li>- The specific approaches, methods and procedures to promote social inclusion of all social realities</li> <li>- The existing policies at local, regional and national level to facilitate social inclusion</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>- To know and connect with social realities, making them visible</li> <li>- To apply the gained knowledge towards resolving problems of social exclusion, conceived in its widest form: people with disabilities, children and teenagers, women, families, the elderly, etc</li> <li>- Inclusion of disabled people, engagement, interculturality, empowerment, sensitiveness</li> <li>- Attention to diversity and equality</li> <li>- Ability for developing and interiorising the concept of social inclusion from the different social groups</li> <li>- Being able to interact with context and the people and adapt to them.</li> <li>- Promote positive relationships based on cooperation, acceptance of differences and build the self-confidence and trust between people.</li> </ul>	<p>It is the process by which individuals respond respectfully and effectively to people of all cultures, languages, classes, races, ethnic backgrounds, religions, and other diversity factors in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each.</p> <p>It is also a set of congruent behaviours, attitudes, and policies that come together among professionals and enable them work effectively in cross-cultural situations. Operationally defined, social inclusion competence is the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services, thereby producing better outcomes.</p> <p>Keywords: diversity, equality, policies, social groups, trust, cross-cultural.</p>



C. 4	Knowledge	Skills	Competence Description
<b>CIVIC COMPETENCE</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>- The concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels.</li> <li>- Democratic decision-making</li> <li>- Contemporary events, as well as the main events and trends in national, European and world history.</li> <li>- Awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values</li> <li>- Awareness of diversity and cultural identities in Europe.</li> <li>- Work organizations, gender equality and nondiscrimination, society and culture</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>- Use methods for citizen participation and participative democracy, through social relations and social abilities to interact constructively with people and collectives</li> <li>- Involve the target groups in the actions and proposals</li> <li>- Promote active citizenship in the community</li> <li>- Solve problems affecting the local and wider community</li> <li>- Promote collaboration, assertiveness and integrity</li> <li>- Engage effectively with others</li> </ul>	<p>Civic Competence is defined as equipping individual to participate in an effective and constructive way in social and working life in increasingly diverse society. To encourage individuals to participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe. Keywords: democracy, justice, participation, EU values, engagement</p>



C. 5	Knowledge	Skills	Competence Description
<b>PHYSICAL ACTIVITY INTERVENTIONS</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>- The social, legal and administrative scope that regulates de professional practice of sports, as well as the network of public and private services and related institutions</li> <li>- The principles of wellbeing and the care of the health through sport</li> <li>- Technical knowledge/skills about specific sports to attend the needs from different groups</li> <li>- National and international laws that apply to inclusion through sports (women rights, children rights, etc).</li> <li>- The tools needed for social intervention applied to inclusion through physical activity and sports, with critical and constructive thinking</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>- Progressively adapt, teach and energize physical and recreational activities</li> <li>- Promote optimum physical and mental health through the promotion of healthy habits</li> <li>- To apply knowledge about the social, legal and administrative scope that regulates de professional practice of sports, as well as the network of public and private services and related institutions</li> <li>- To identify and defining problems and conflicts, detecting needs and complex cases, to propose, design, implement and evaluate diverse sport and physical activity solutions</li> <li>- Be in permanent contact with the context and people, and learn by development</li> <li>- To use physical activities to foster and enhance learner collaboration.</li> </ul>	<p>This competence is defined as the set of knowledge, abilities and tools that enable an individual to promote physical activity and healthy habits for themselves and among society. It also includes the knowledge of specific sports and physical activities that can be used as tools for increasing the wellbeing and inclusion of all people</p> <p>Keywords: sports, sport services, sport regulations, adaptation, physical and mental health, physical activities</p>



C. 6	Knowledge	Skills	Competence Description
<b>DIDACTIC METHODOLOGIES</b>	<p>Have a comprehensive specialised, factual and theoretical knowledge of:</p> <ul style="list-style-type: none"> <li>- The principles for effective teaching and learning</li> <li>- Teaching methodologies</li> <li>- Specific sport-based teaching methodologies</li> </ul>	<p>Have a comprehensive range of cognitive and practical skills to:</p> <ul style="list-style-type: none"> <li>- To detect learning needs</li> <li>- To experiment with and develop new formats and pedagogical methods for instruction</li> <li>- To experiment with and develop new forms and formats for offering guidance and support</li> <li>- To support self-regulated learning processes, i.e. to enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions</li> <li>- To adapt in order to explain and act accessibly to students, players, etc</li> <li>- To plan for and implement physical activities into the teaching process, so as to enhance the effectiveness of teaching interventions</li> <li>- To appropriately manage and orchestrate physical activity interventions</li> <li>- To use physical activities to enhance the interaction with learners, individually and collectively, within and outside the learning session</li> <li>- To use physical activities to offer timely and targeted guidance and assistance</li> </ul> <p>To value continuous learning, self-learning, bibliographic sources, as well as the personal development to adapt to new realities and social situations.</p>	<p>This competence comprises teaching skills and life-long learning abilities. It is specifically defined as the competence to perform complex pedagogical duties, carry out well-founded planning, evaluation and assessment of tuition. It focuses on didactic analysis and development of teaching, with special regard to the overall education and development of the pupil through differentiated teaching, varied forms of learning activities, application of analogue and digital teaching aids, assessment and feedback. Keywords: learning needs, pedagogical methods, self-regulated learning, evaluation, adaptation, continuous learning, education, digital tools</p>