



Implications and development of interventions to promote ethnic-cultural integration through sport.

Ries, F., Pappous, A., Fernández-Gavira, J., Sánchez, X., Elbe, A-M., & Hatzigeorgiadis, A.

FEPSAC Conference
Funchal - Madeira 2011



AIMS OF THE PRESENTATION

- Practical interpretation of the project findings
- Development of guidelines and applications to promote integration through sport in young athletes from different ethnic and cultural backgrounds.



KEY FINDINGS:

Canonical correlation analysis:

Mastery-task climate and autonomy supportive sport environments are related to more adaptive integration dispositions.

Cluster analysis and MANOVA:

Cluster 1 ($N=623$) → Higher mastery climate and autonomy support, lower lack of interaction and feelings of fringe, and higher on assimilation.



→ Several issues can be raised:

1) Importance of the motivational environment

- A mastery-task and low performance oriented climate which supports athletes' autonomy creates the appropriate substratum to base specific teaching strategies for the promotion of cooperation and mutual respect among children of different ethnicities (Kouli & Papaioannou, 2009).
- This environment seems appropriate for harmonious integration of high achievement and good social relations which are considered implicit values of sport in most of the modern world (Kouli et al., 2009).



2) Importance of the individual differences:

- Differences between the participating countries
- Differences in personal characteristics (gender, sport characteristics, individual vs. team sports)

→ Therefore, interventions should be developed based on:

- Key principles identified above, and
- Be adjusted to the particular context



Guidelines and directions:

- 1.- Promote autonomy supportive and mastery (task) oriented motivational climate.
- 2.- Avoid control and performance (ego) oriented motivational climate



Promote autonomy supportive and mastery (task) oriented motivational climate (I)

- Acceptance and understanding of indiv. differences.
- Cooperative learning to improve each others errors.
- Acknowledgment of each individual contribution to the team success (Team = sum of components)
- Stress evaluation based on individual success and achievement of individual goals.



Promote autonomy supportive and mastery (task) oriented motivational climate (II)

- Mixed teams games (Learning, respect, cooperation)
Mutual understanding and respect of values and customs of other cultures (Kouli et al., 2009)
- Team members as persons beyond their ethnic and cultural background.
- Small groups teaching of skills (Better communication, less anxiety).
- This climate is more likely to foster assimilation.
- Take into account the context (family, school, friends, ...)



Promote autonomy supportive and mastery (task) oriented motivational climate (III)

- Variety of tasks (challenging, interesting, meaningful)
Need not be the same for all athletes.
- Allow decision making for athletes from different backgrounds.
- Give a choice in which tasks or drills to work on.
- Success as making progress, improving skills, and playing to the best of one's ability instead of just having the winning score.



Ego and performance oriented climates are inappropriate for mutual understanding and the acculturation process.

Therefore, try to avoid ...

- Comparisons (NO – who is the best?).
- Criticism and control of sport habits and life-style related to ethnic-cultural background
- Only external benefits as incentive.
- Intimidation (in relation to individual background)



Avoid also:

- Comments related to racial aspects or ethnic origin between the athletes
- Group descriptions (the “Spaniards”, the “Gipsies”, the “Black”...)
- Setting-up games and sport practice based on ethnic group teams (Spanish vs. Africans) .



Effective promotion of integration.

- Sport by itself is not enough as a tool for integration because the integration problem is not just a sport problem.
- Introduce new sports as tools for integration of young athletes (Capoeira, Hip-Hop, Breakdance, Streetball, ...)
- Organize the sport facilities according to ethnic and cultural needs.
- Find out in what sense the belonging to an ethnic group determines the type of sport and the athlete's habits.



Model for integration:

- Interesting
- Attractive
- Rewards: Sportiness, fairplay, good sportmanship, group cohesion, ...
- Athletes from much more countries represented



- Democratic interaction and civic involvement focused on the common good are an everyday reality in sports clubs.
- By being involved in sports, values such as team spirit, fair play and mutual appreciation are taught and experienced and these have a positive effect on behaviour in everyday life.



Thank you for your attention

Francis Ries
fries.@us.es