



Erasmus+



# Results of a contextual survey for the P.L.A.Y! project



Fimu



FUNDACIÓN PERE TARRÉS



Project: P.L.A.Y. - Peer education, Leadership, Action, Youth –promoting grassroots sport for educational success and social inclusion

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## P.L.A.Y! - Peer education, leadership, action, youth

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## P.L.A.Y! - Peer education, leadership, action, youth

*Results of a contextual survey for the P.L.A.Y! project  
by DRPD NM - Association for developing voluntary work Novo mesto  
(Društvo za razvijanje prostovoljnega dela Novo mesto)*

### 1. INTRODUCTION

P.L.A.Y! - Peer education, leadership, action, youth is an Erasmus+ Sport project. Its general objective is the promotion of educational service through grassroots sports, with the aim of supporting children and youngsters with low schooling outcomes through valorising volunteering, peer education and mentoring, among other methods. Along with educational difficulties, the target group in question also often experiences social and integration problems. A low participation in social and sport activities within and outside the school context is also often a factor. The reasons for this are varied, and may include such factors as economic and social disadvantage, an immigration background and language barriers.

P.L.A.Y! therefore promotes voluntary activities in sports, which promotes social inclusion and equal opportunities. It aims at increasing the participation of these target groups in sporting activities. Furthermore, it provides the target groups with skills which will help them with sports and the related educational support activities which will be developed in the project. All these promote health-enhancing physical activity and the related social benefits among the target groups. Other objectives include the creation and strengthening of cooperation between participating countries, non-profit organisations, educational institutions and grassroots sports stakeholders at the community and European levels.

Furthermore, it also encourages a culture of grassroots and multi sports (basketball, football, volleyball, rugby and other outdoor sports) among the participating countries as well as local community participation in sports for the sake of improving overall physical and mental health.

The partner organisations all work in the field of education and sport. They are willing to find a way to create positive synergies between the two fields and exchange good practices between youth grassroots sports organisations and education institutions. Other aims include the promotion and fostering of European networking, strengthening the skills and attitudes of teachers, coaches and young athletes as mentors and peer educators, increasing parental awareness about the value of sports activities as a means to strengthen educational and social skills among their children, and better support for the target groups.

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The following is an analysis about school integration, social inclusion and participation in sports activities of target groups by DRPD NM at the local level, involving schools and other relevant stakeholders. The partners in the project include Cooperativa Sociale GEA, The Finnish Multicultural Sports Federation – FIMU, Asd Margherita Sport e Vita Basket (MSV Basket), the Pere Tarres Foundation, Fare Network and Društvo za razvijanje prostovoljnega dela Novo mesto (Association for developing voluntary work Novo mesto) - DRPD NM. The analysis is based on a survey that the aforementioned project partners have devised and collected at the local level in Slovenia, the UK, Italy, Finland and Spain. The main aim of this analysis is to identify the most widespread and relevant difficulties in learning, along with the main causes that exclude some target groups from the access and practice of sporting activities. It examines the needs and requests expressed by the direct beneficiaries themselves (youngsters, teachers, coaches, families) via online surveys. The analysis is born out of a need to develop better approaches in making this project meet its objectives, namely strengthening the social and educational skills of coaches and sports providers.

## 2. METHODOLOGICAL APPROACH

The analysis is the product of the distribution of online surveys (Google Forms) about school integration, social inclusion and participation in sports activities of target groups among youngsters, teachers, coaches and families. Separate questionnaires were devised for school pupils/students (from 10 to over 21 years old), teachers and coaches. The idea was to distribute questionnaires in schools to students, teachers, counselors and anyone else who could answer the questionnaires (wherever they were open at that time) via Google Forms and printed versions. The questionnaires were also distributed at summer camps, sports organisations, sports associations (for students and coaches), youth centres, NGOs and volunteer organisations, basically anywhere where children and youngsters, coaches and teachers could be reached. The importance of using the same questions and order of questions between all partners for further analysis was also emphasised.

In order to reach the target groups, the partners mainly chose schools with a large proportion of students with an immigrant background and/or students with social problems or minor disabilities. They did not, however, single out students with difficulties but instead asked the whole class to participate, since profiling students with difficulties or disabilities might have been unethical.

The questionnaires were disseminated between 1 July and 31 December 2017. Before the actual distribution of questionnaires, each partner translated them and put the translations into Google Forms. The distribution was conducted until the beginning of August in order for the preliminary data to be collected and examined in the beginning of September 2017. Some results were already presented during the partners' meeting in Slovenia in November 2017. The questionnaires were also distributed later, however,

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so that supplementary info could be added to the results and the new school year could be utilised in the research.

Each partner translated the results from the questionnaires back to English in order for the results to be ready for the analysis. All the answers were then collected and put in Google Forms and Excel sheets in order to conduct a more structured analysis (with calculations, tables, etc.).

The aim of the survey is to identify **the most common and relevant learning difficulties at school, the main causes for the exclusion of some target groups (e.g. children/youth with migrant, minority, socially or economically disadvantaged backgrounds, disabled children and youth) from accessing and practicing sporting activities, and understanding the needs and requests expressed by the direct beneficiaries themselves (youth, teachers, coaches, families).**

During the distribution of questionnaires, some partners faced difficulties in getting in touch with all stakeholders, e. g. schools and universities, due to the summer break. The expected answers numbered 500 by category (students, teachers and coaches), which was about 100 respondents by category by each partner. However, this target proved hard to reach in all categories for most of the partners. The overall number of respondents is listed below.

### Overall number of respondents:

- Finland: students: 324; coaches: 104; teachers: 60
- Italy (for both Italian partners): students: 32; coaches: 15; teachers: 150
- Spain: students: 109; coaches: 4; teachers: 37
- Slovenia: students: 12; coaches: 6; teachers: 27

### Profile of respondents:

The answers to the questionnaires were gathered from students between the ages of 11 and 20, coaches of different sports and school teachers. The Slovenian and Spanish partners distributed questionnaires to people who were all potential members in the project because they knew their beneficiaries, while the Finnish partner distributed the questionnaires more widely.

Among pupils/students, the respondents were male and female, 11-20 years old, in equal numbers. The most frequent respondents among teachers were women who had been teachers between 16 and 35 years. The most frequent respondents among coaches were men who had been coaching for up to 5 years.



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### The figures in this analysis are labeled as follows:

T-all ... results from questionnaires for teachers for all partners together

T-countries ... results from questionnaires for teachers showing differences between countries

C-all ... results from questionnaires for coaches for all partners together

C-countries ... results from questionnaires for coaches showing differences between countries

S-all ... results from questionnaires for students for all partners together

S-countries ... results from questionnaires for students showing differences between countries

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### 3. SURVEY RESULTS

#### 3.1 TEACHERS' ANALYSIS

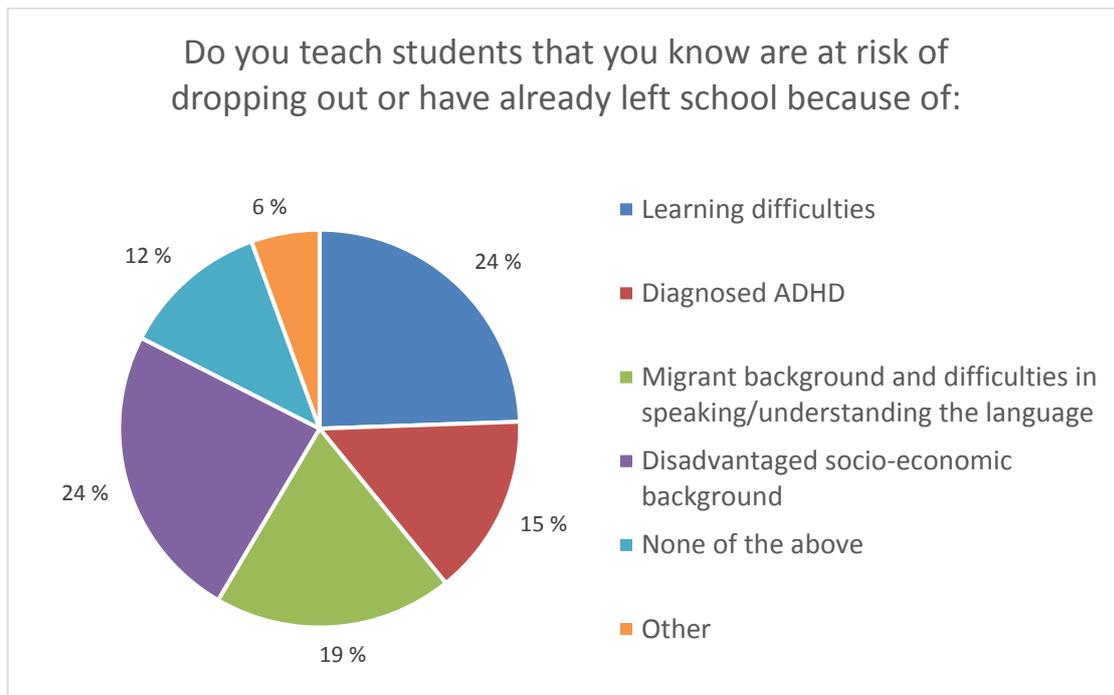
The teachers' questionnaire sought to get answers on the most common difficulties in learning. These difficulties include students needing more time, explanation and support to understand the lessons, and difficulty in focusing and following the lessons. Another big problem involves understanding the local language, as the students' and pupils' mother tongue is different from the language spoken at school. The questions also addressed the main causes that exclude some target groups (migrants, Roma children/youngsters) from accessing and practicing sporting activities. These causes included emotional problems (fear of failure, significant helplessness), a poor understanding of the language (mainly in Slovenia), slower comprehension and logical reasoning, and that the parents do not have the time or do not know how to support their child.

#### Teachers' results:

- The most frequent respondents women who had been teachers between 16 and 35 years.
- Most of the respondents teach Physical Education.
- Most teach students with learning difficulties, from disadvantaged social or economic backgrounds and migrant backgrounds, and with difficulties in speaking and understanding what is being spoken.
- Youths having difficulties in focusing and following lessons is recognised as the main problem. The reasons for this include emotional problems (fear of failure, significant helplessness, etc.).
- The respondents agree that sport and sporting activities can strengthen the social skills of students.

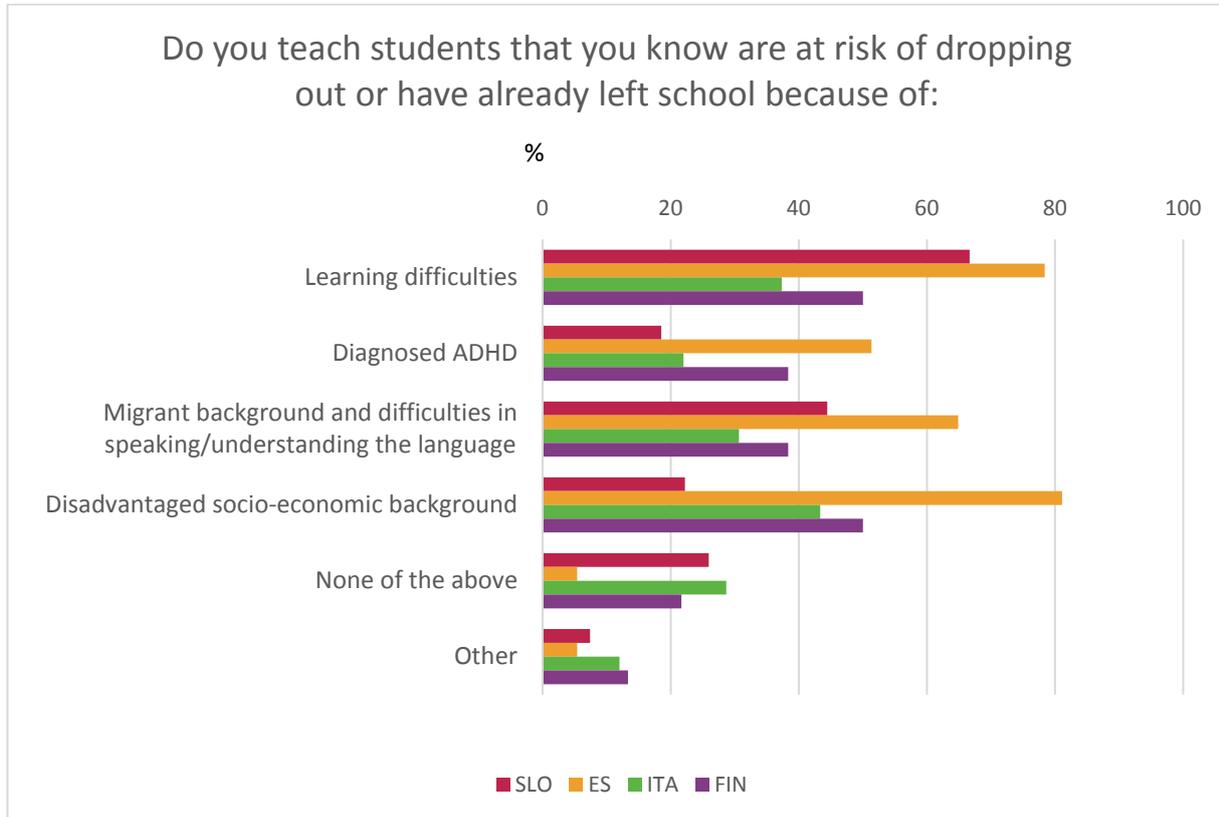
## TEACHERS' RESULTS BY QUESTION

**T-all 1:** Teachers' answers to the question "do you teach students that you know are at risk of dropping out or who have already left school because of the answers mentioned below" (they were able to mark multiple answers). Percentages of the teachers' answers:



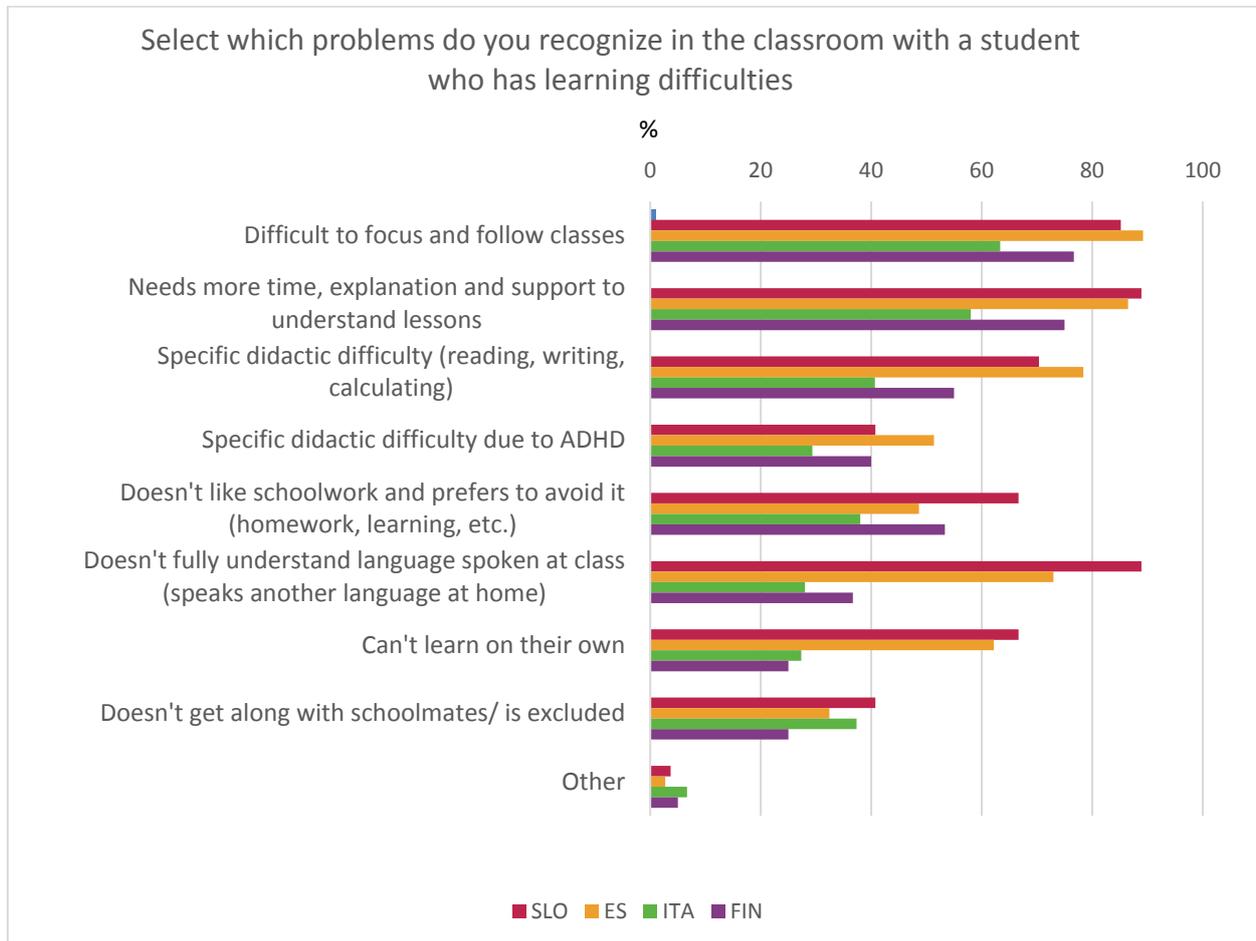
**Comment:** According to the teachers who answered the survey, the most common reasons for dropout risk among students they teach, are learning difficulties (24%), disadvantaged social or economic background (24%) and migrant background (19%).

**T-countries 1:** Teachers' answers to the question "do you teach students that you know are at risk of dropping out or who have already left school because of the answers mentioned below" (they were able to mark multiple answers). Percentages of the teachers' answers:



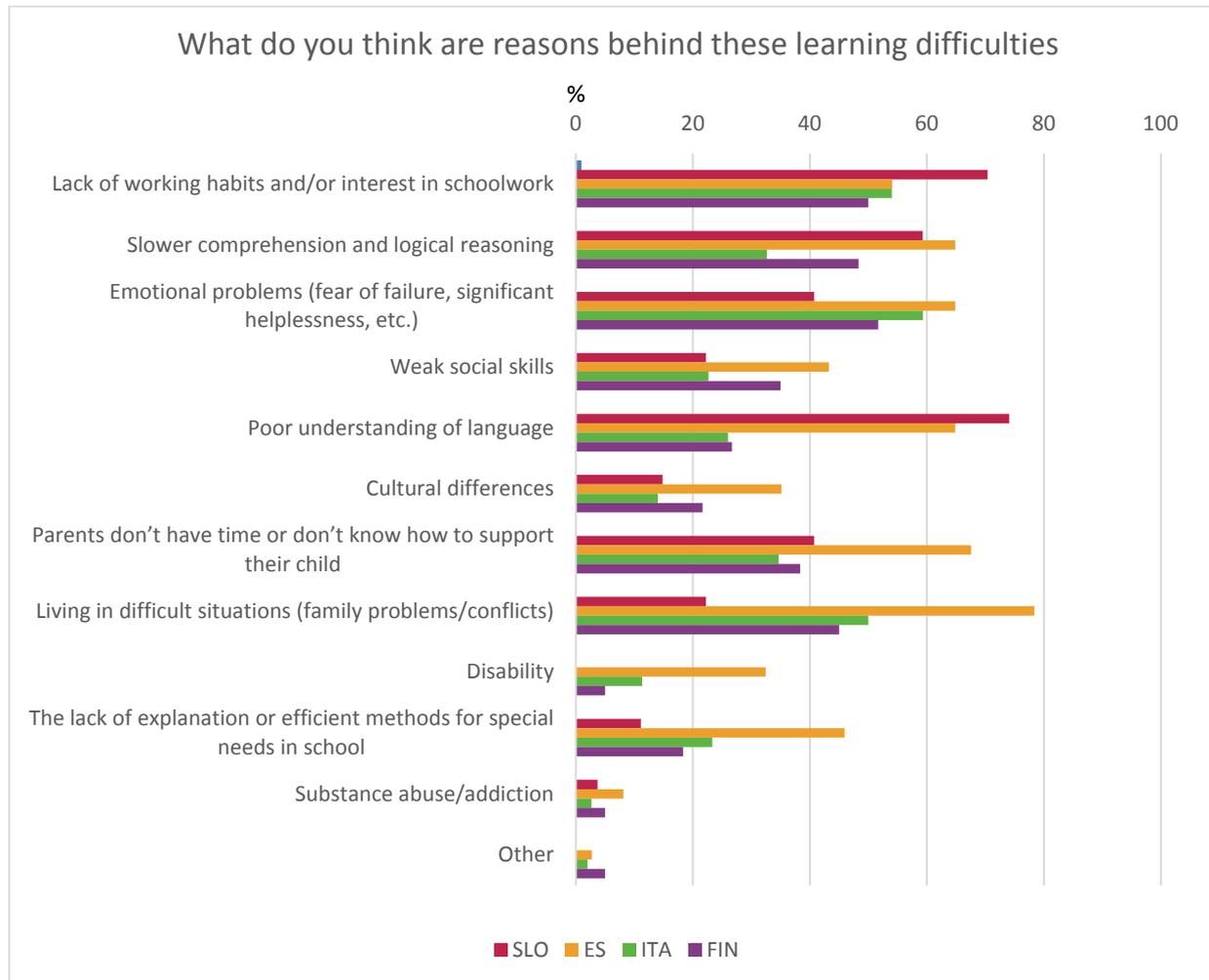
**Comment:** This graphic shows the differences in perceived reasons for students' dropout risk between the countries. Spanish and Italian teachers mostly recognise students with disadvantaged social or economic backgrounds, while students with learning difficulties are the second most recognised group. Finnish teachers equally recognise students with learning difficulties and disadvantaged social or economic backgrounds. The Slovenian results show that teachers recognise students with a migrant background along with those with learning difficulties, more so than students with disadvantaged social or economic backgrounds.

**T-countries 2:** Teachers' answers on identifying a student's difficulties with learning in the classroom (they were able to mark multiple answers). Percentages of the teachers' answers:



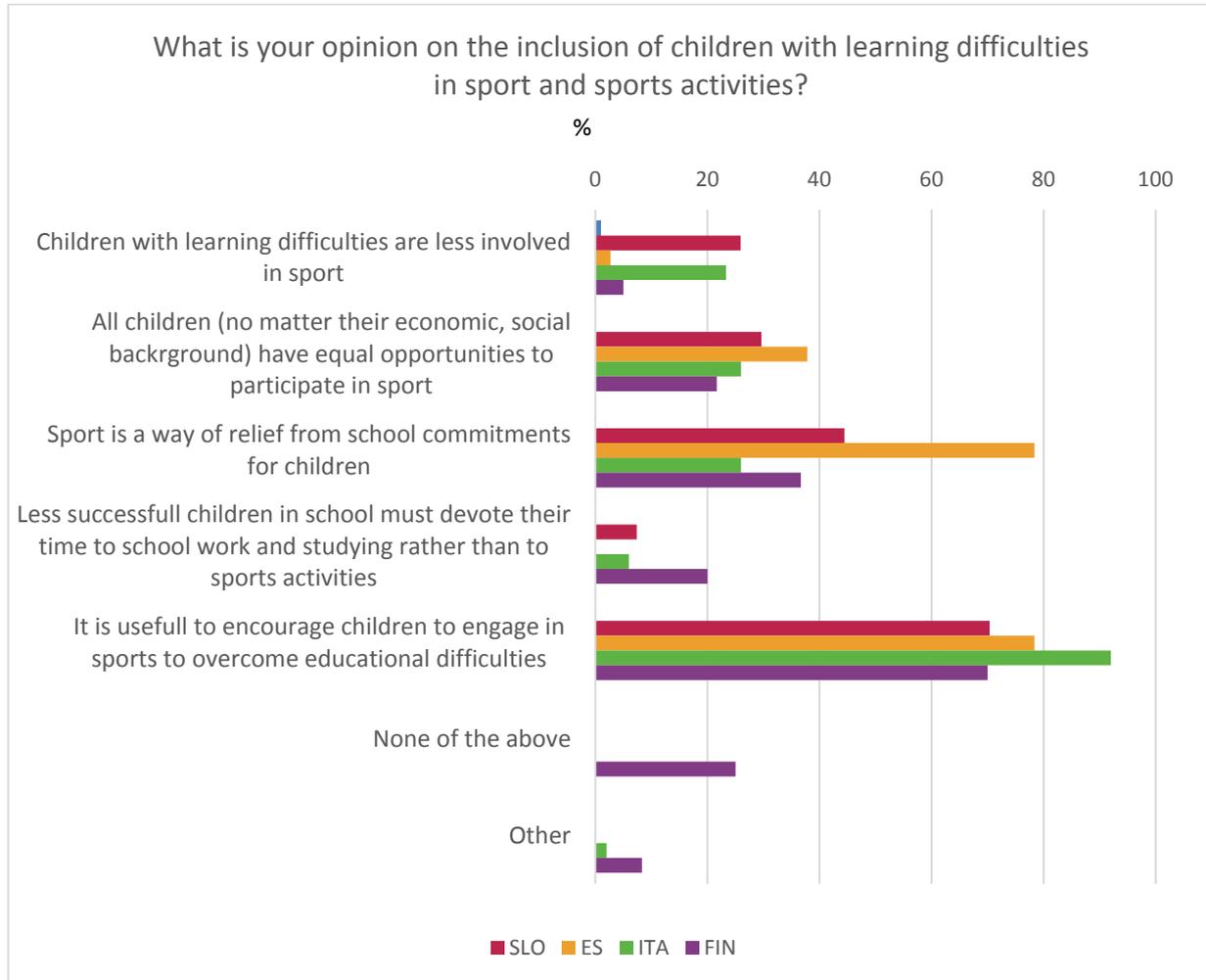
**Comment:** The answers show that a majority of teachers of all participating countries identified two difficulties behind students' learning – a difficulty in focusing and following lessons and the need for more time, explanation and support to understand the lessons. Slovenian teachers also identified language problems as the reason behind learning difficulties.

**T-country 3:** Teachers' answers to the question "what are the reasons behind these youths' learning difficulties" (they could mark up to four of the most common reasons). Percentages of teachers' answers:



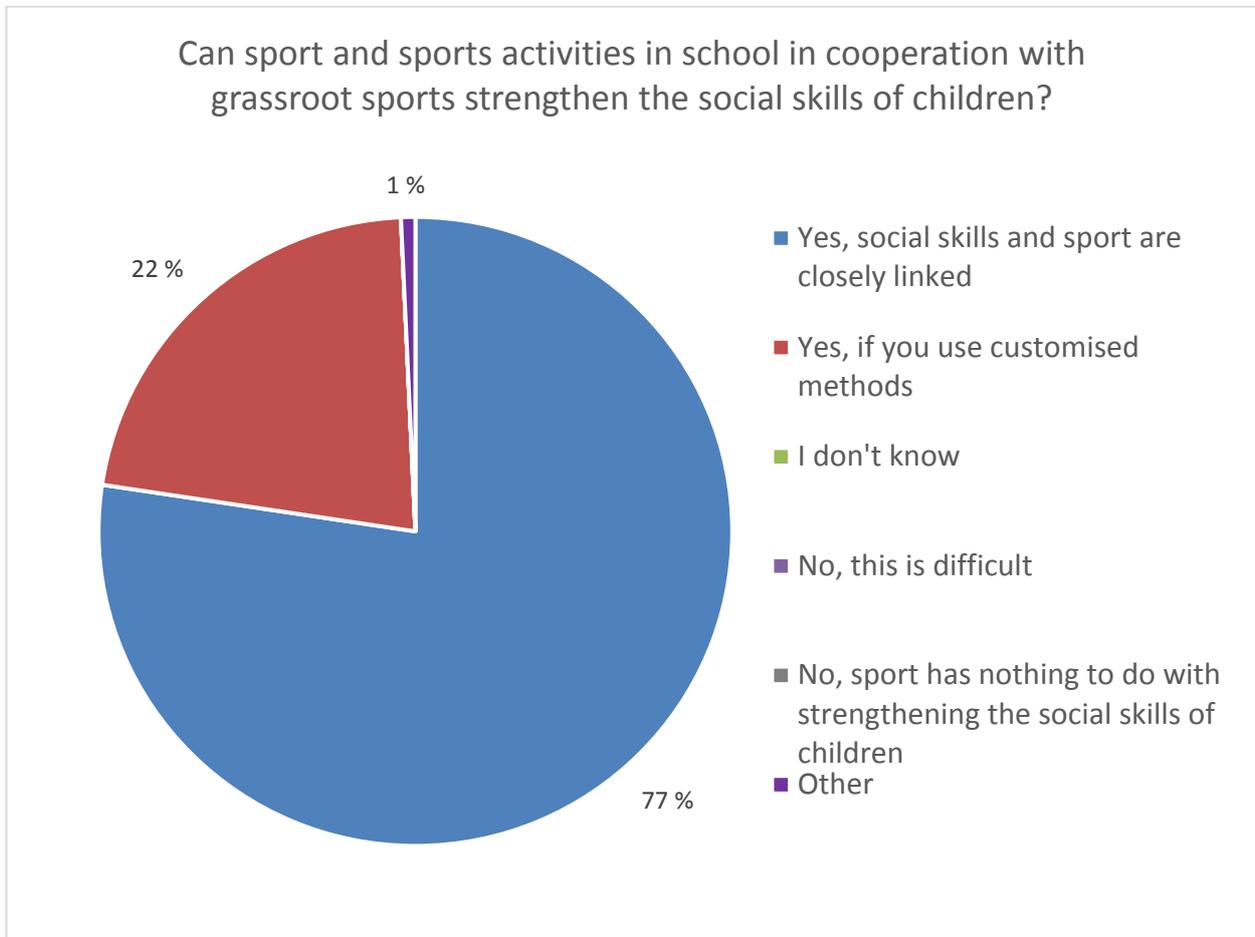
**Comment:** According to the teachers in Slovenia, the most common reasons for learning difficulties were: 1. poor understanding of language; 2. lack of working habits or interest in schoolwork; and 3. slower comprehension and logical reasoning. In Spain, the most common reasons were: 1. living in difficult situations; 2. parents not having time or not knowing how to support their child; 3. poor understanding of language; 4. emotional problems; and 5. slower comprehension and logical reasoning. In Italy, the most common reasons were: 1. emotional problems; 2. lack of working habits or interest in schoolwork; and 3. living in difficult situations. In Finland, the most common reasons were: 1. emotional problems; 2. lack of working habits or interest in schoolwork; and 3. slower comprehension and logical reasoning.

**T-countries 4:** Teachers' answers to the question "what is your opinion on the inclusion of children with learning difficulties in sport and sporting activities." They had to select arguments that they agreed with. Percentages of teachers' answers:



**Comment:** The majority of teachers in all participating countries answered that in their opinion it is useful to encourage children to engage in sports to overcome educational difficulties. In addition, the Spanish teachers considered sport as a way of relief from school commitments for children.

**T-all 5:** Teachers' answers to the question "if sport and sporting activities in school, in cooperation with grassroots sports, can strengthen the social skills of children." Numbers and percentages of teachers' answers:



**Comment:** Of the teachers who participated in the survey 77% agree that sports activities in school, in cooperation with grassroots sports, can strengthen the social skills of children, and that social skills and sport are closely linked.



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### 3.2 STUDENTS' ANALYSIS

The students' questionnaire sought to get answers on the most common difficulties in learning that they face in school, if they practice sports in their free time, and the main causes that exclude them from accessing and practicing sporting activities.

#### Students' results:

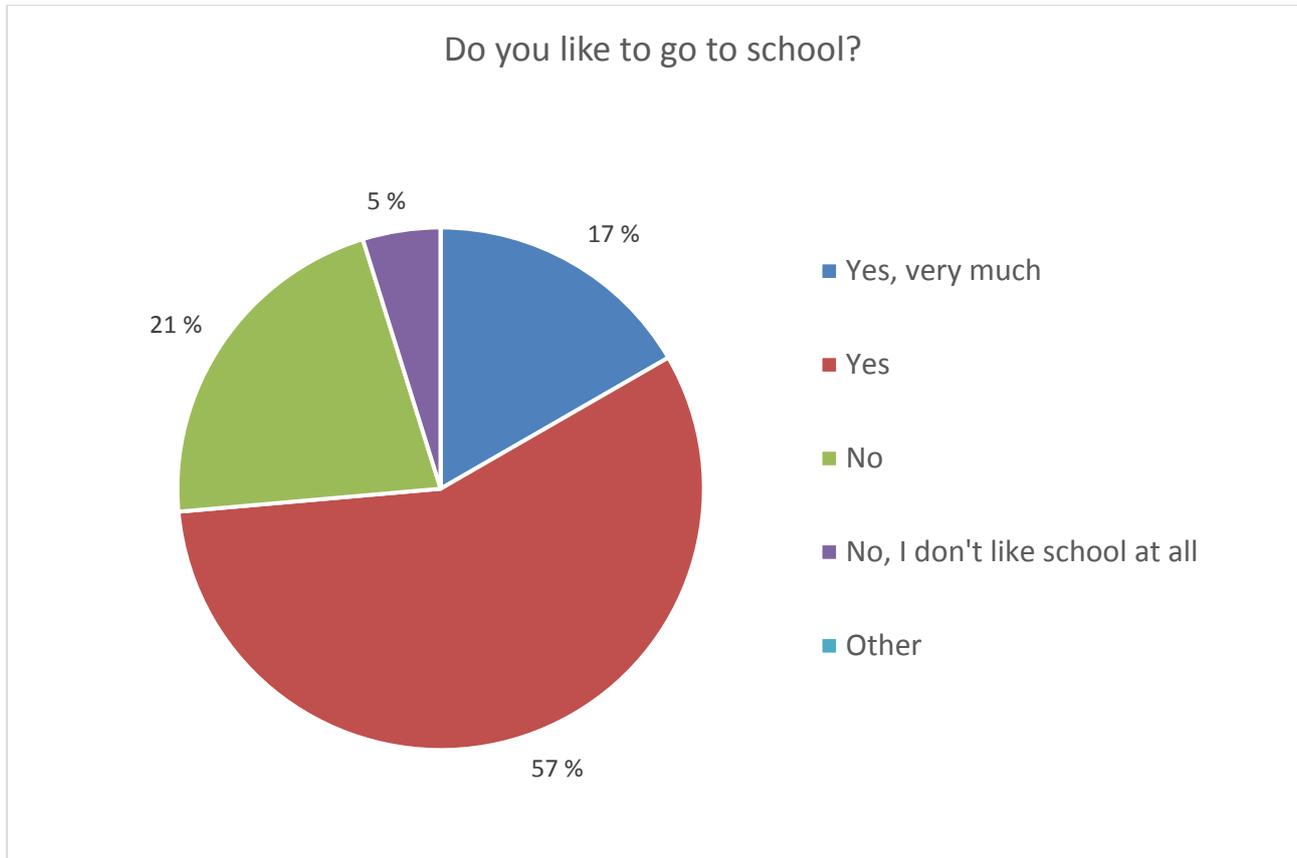
- Male 48%, female 50%, 2% other gender.
- Most students are between 16 and 20 years old.
- Most like to go to school.
- Most would like to have more explanation and support in understanding lessons.
- Most students receive support mainly from parents, secondly from classmates and thirdly from teachers.
- 57% of students like sports very much and 32% like it.
- 7% do not like sports and 4% do not like sports at all.
- A minority of students do not like sports.
- The most popular sports among students were basketball, football and volleyball.
- Parents encourage them to practice sports.

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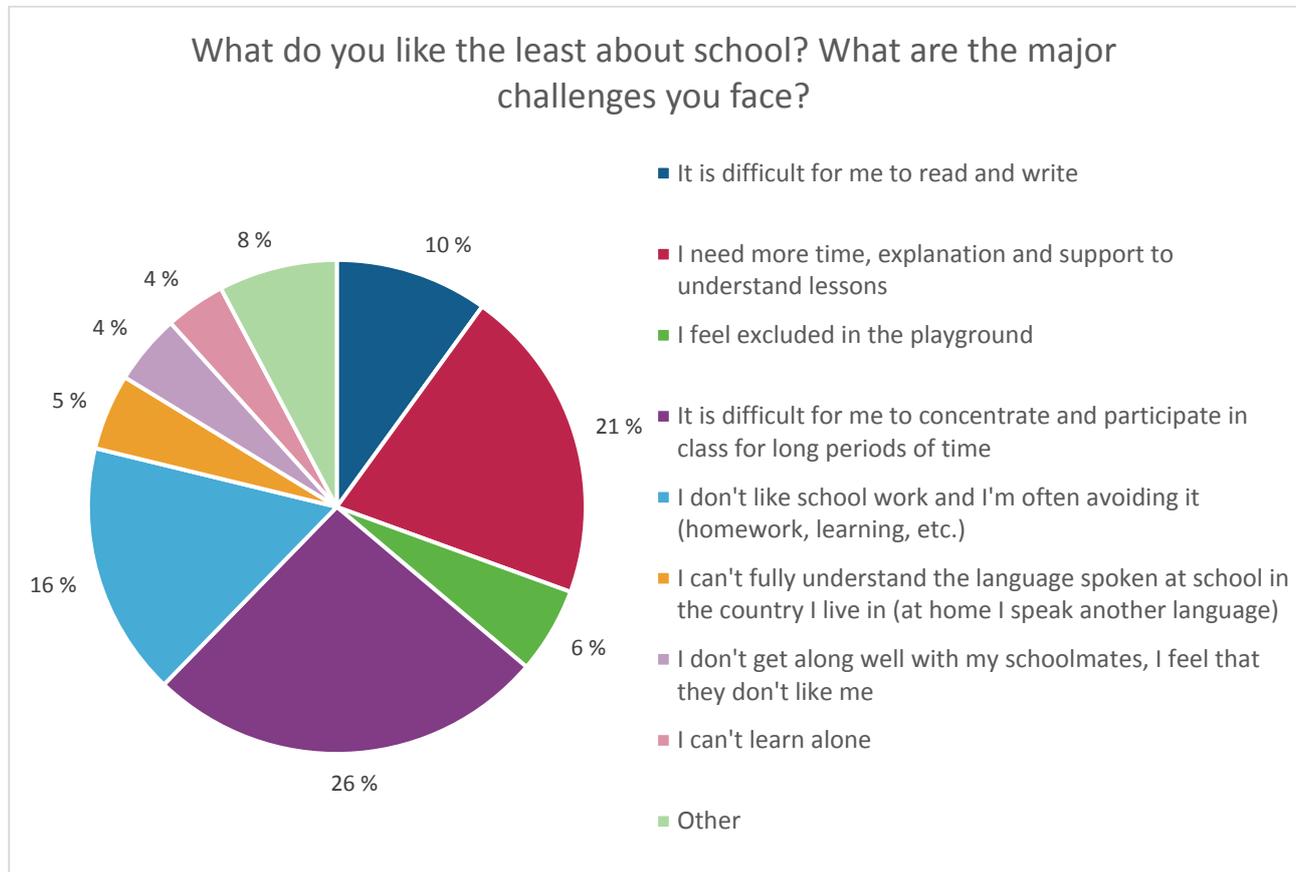
## STUDENTS' RESULTS BY QUESTION

**S-all 1:** Students' answers to the question if they like going to school. Numbers and percentages of students' answers:



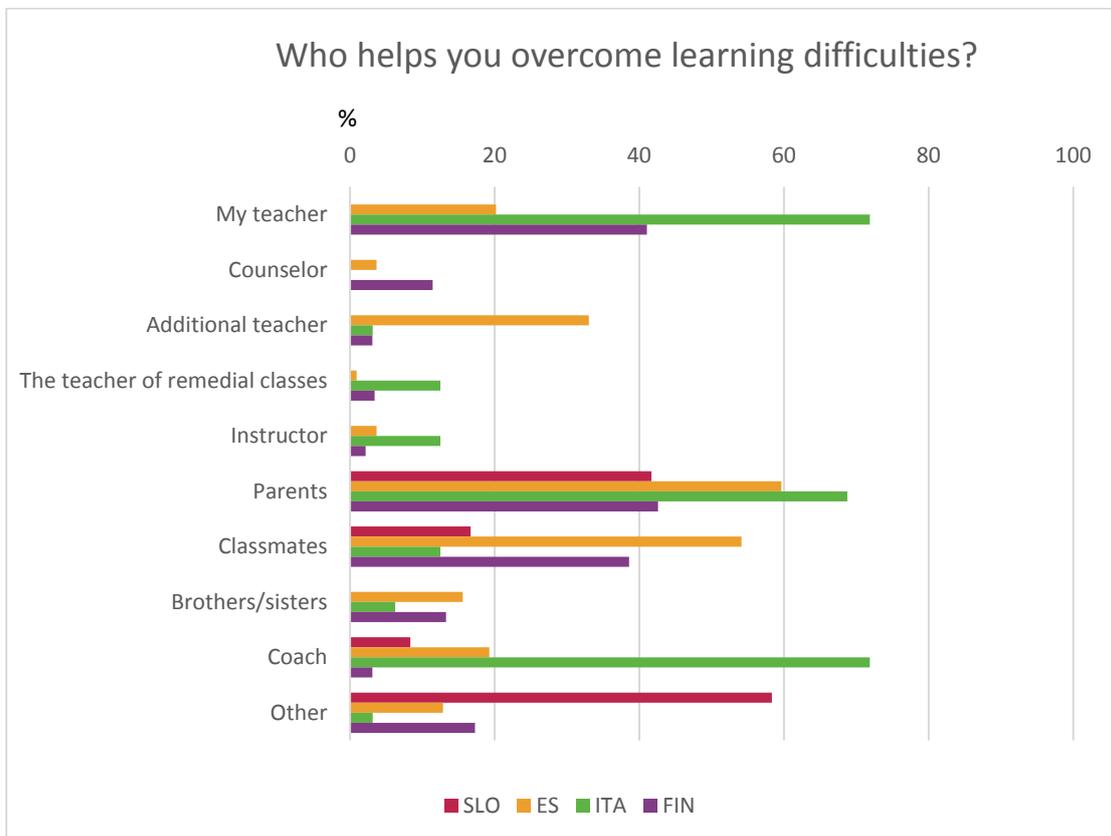
**Comment:** Of the students that participated in the survey, 74% like going to school.

**S-all 2:** Students' answers to the question "what do you like the least about school" and what are the major challenges they face. Percentages of students' answers:



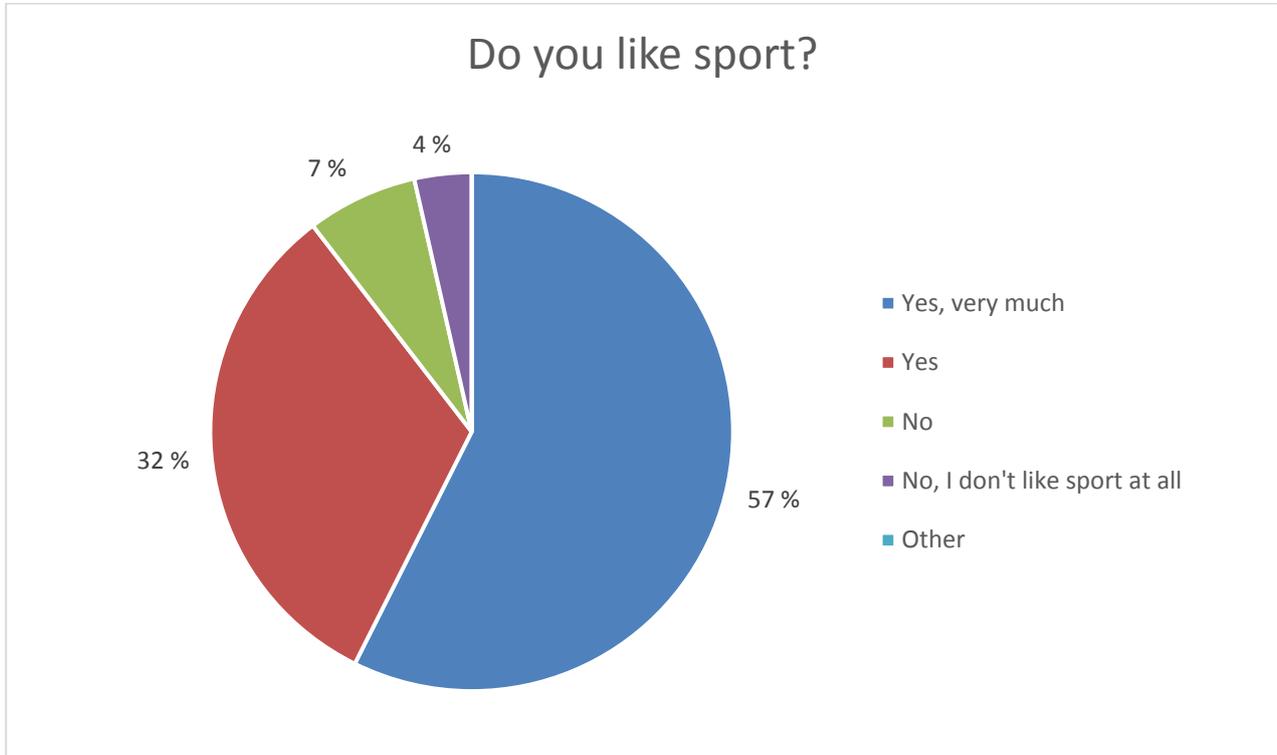
**Comment:** According to the students' answers, the most common challenge for students at school was that it was difficult for them to concentrate and participate in class for long periods of time (26%). Also they would need more time, explanation and support to understand the lessons (21%).

**S-countries 3:** Students' answers to the question "who helps you overcome learning difficulties." Percentages of students' answers:



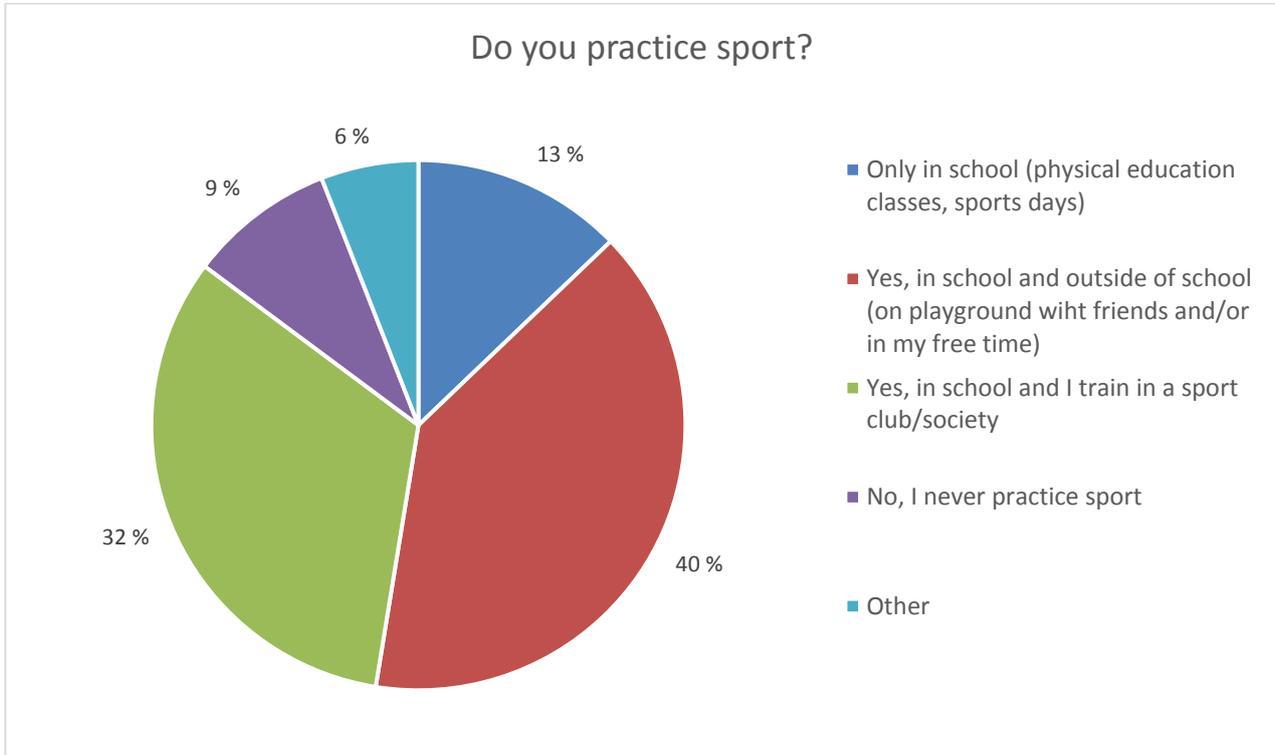
**Comment:** In all participating countries, students get help from their parents to overcome learning difficulties. In Slovenia and Finland, apart from their parents, students often get help from their classmates. Italian students received help from their teachers and coach for challenges at school.

**S-all 4:** Students' answers to the question if they like sport. Percentages of students' answers:



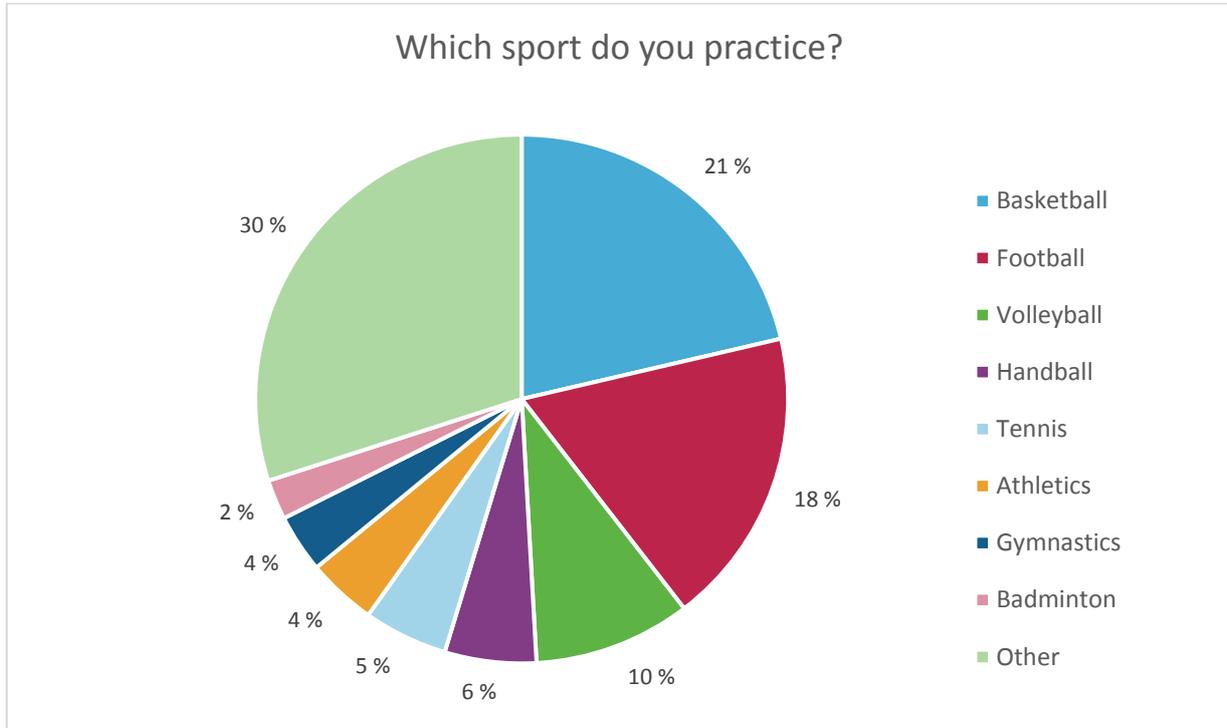
**Comment:** 89% of students from participating countries answered that they like sport.

**S-all 5:** Students' answers to the question if they practice sport. Numbers and percentages of pupils' answers:



**Comment:** 40% of students answered that they practice sports both at school and outside of school. 13% practice sports only at school and 9% do not practice sports at all.

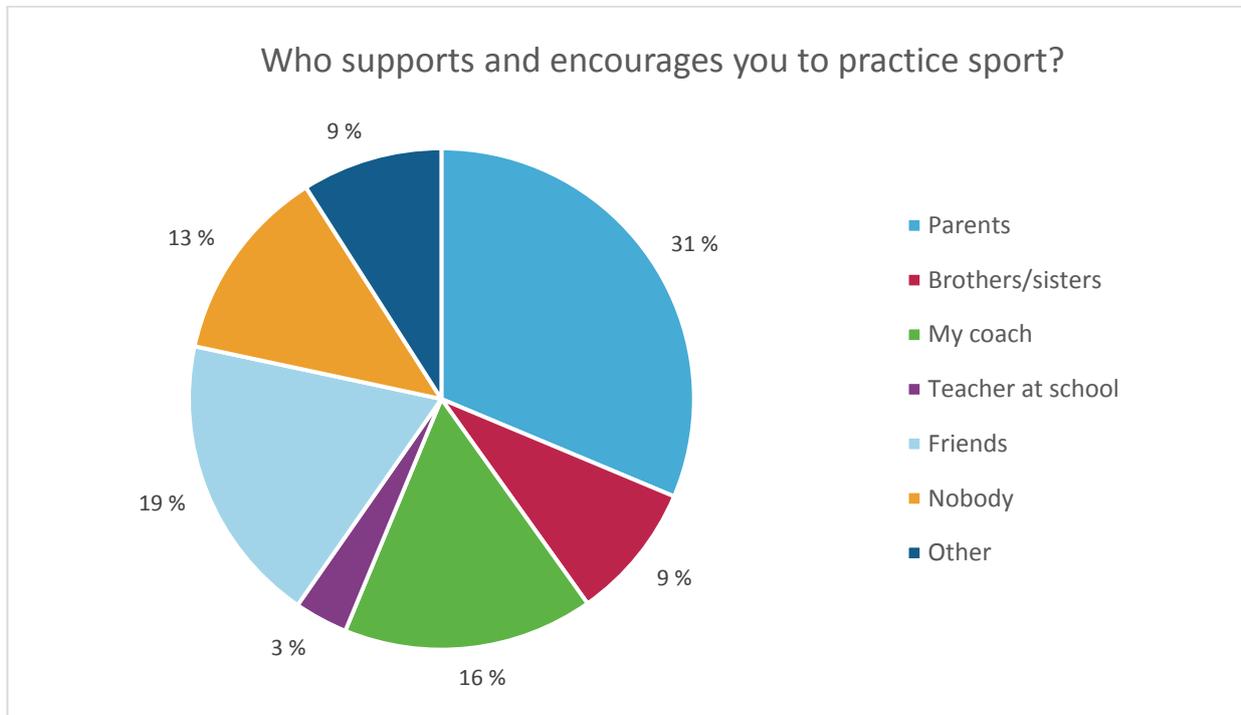
**S-all 6:** Students' answers to the question which sport do they practice. Percentages of students' answers:



**Comment:** The most popular sports among the students who answered were basketball (21%) and football (18%). In the class 'other,' the most popular specified sports were gym, dance, jogging, riding a bike, walking and running.

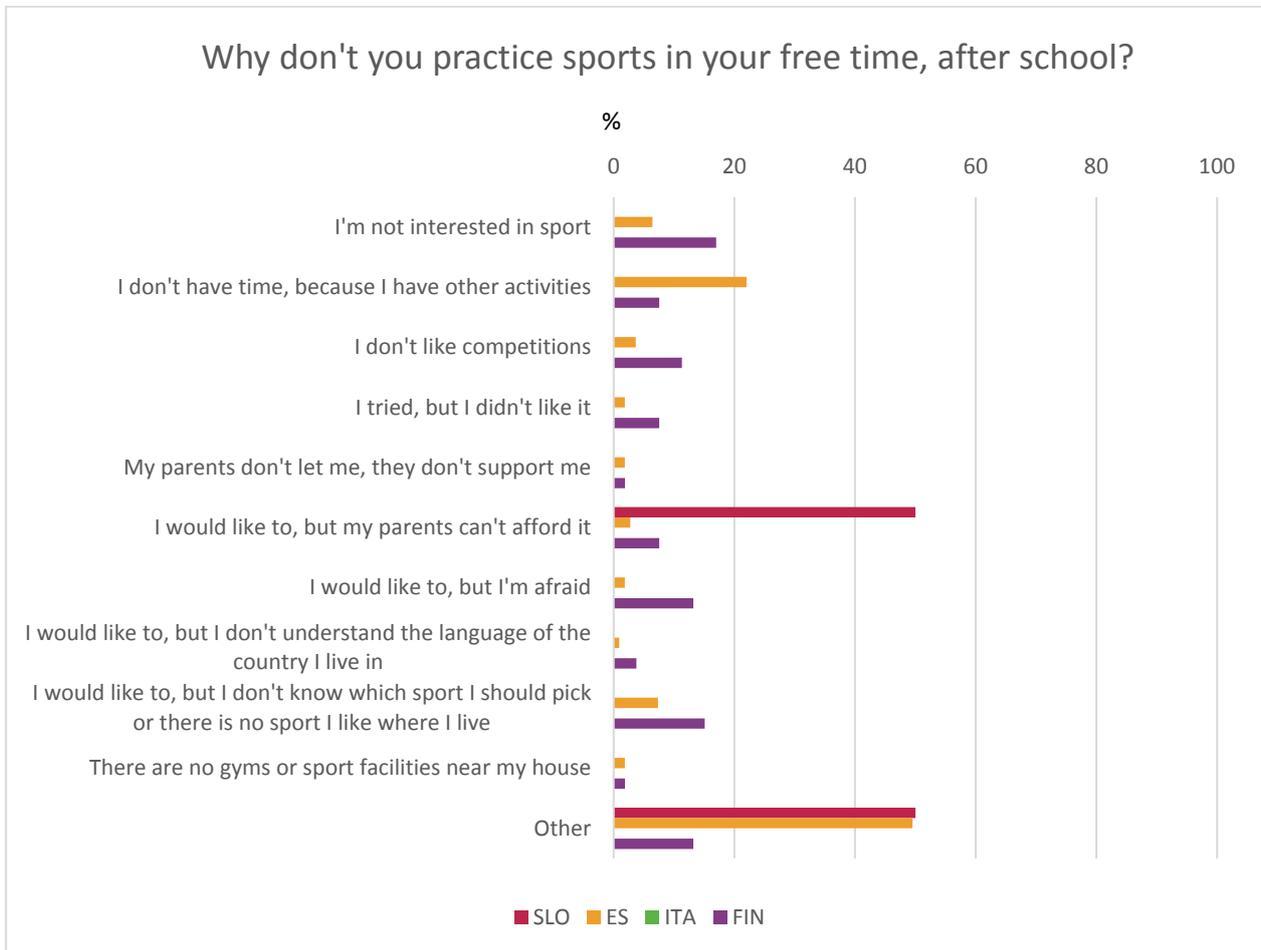


**S-all 7:** Students' answers to the question "who supports and encourages you to practice sport." Percentages of students' answers:



**Comment:** They are mainly supported by parents (31%), school friends (19%) and their coach (16%).

**S-countries 8:** Students' answers to the question why they don't practice sports in their free time, after school. Percentages of pupils' answers:



**Comment:** There are variety of reasons why the students don't do sports. All Italian students had already answered that they practised sports, so there were no answers to this question.



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### 3.3 COACHES' ANALYSIS

The coaches' questionnaire sought to get answers on the most common challenges faced by coaches when working with children and youngsters, the fields where they lack knowledge and the difficulties they recognise in the children and youngsters that they train.

#### Coaches' results:

- Male 64%, female 36%.
- Most coach both groups, male and female, children and youngsters.
- Half of the coached children were between 11 and 15.
- Most coaches adjust their coaching methods.
- Most coached children have disadvantaged social or economic backgrounds.
- The results are similar in all countries involved.

#### The most common challenges:

- Lack of motivation, discipline, concentration and persistence.
- Spatial and temporal limitations, equipment.
- Fights among children and youngsters, injuries sustained by players.
- Absence of children from training.

#### They would like to gain more knowledge and competences in the following fields:

- Strengthening social skills of children/young people.
- Adapting methods for working with children/ youngsters with learning difficulties.
- Identifying problems with children/youngsters in sports activities.
- Communication with children/youngsters.

#### They would like to receive additional training online through:

- PowerPoint presentations, animations, videos, lectures

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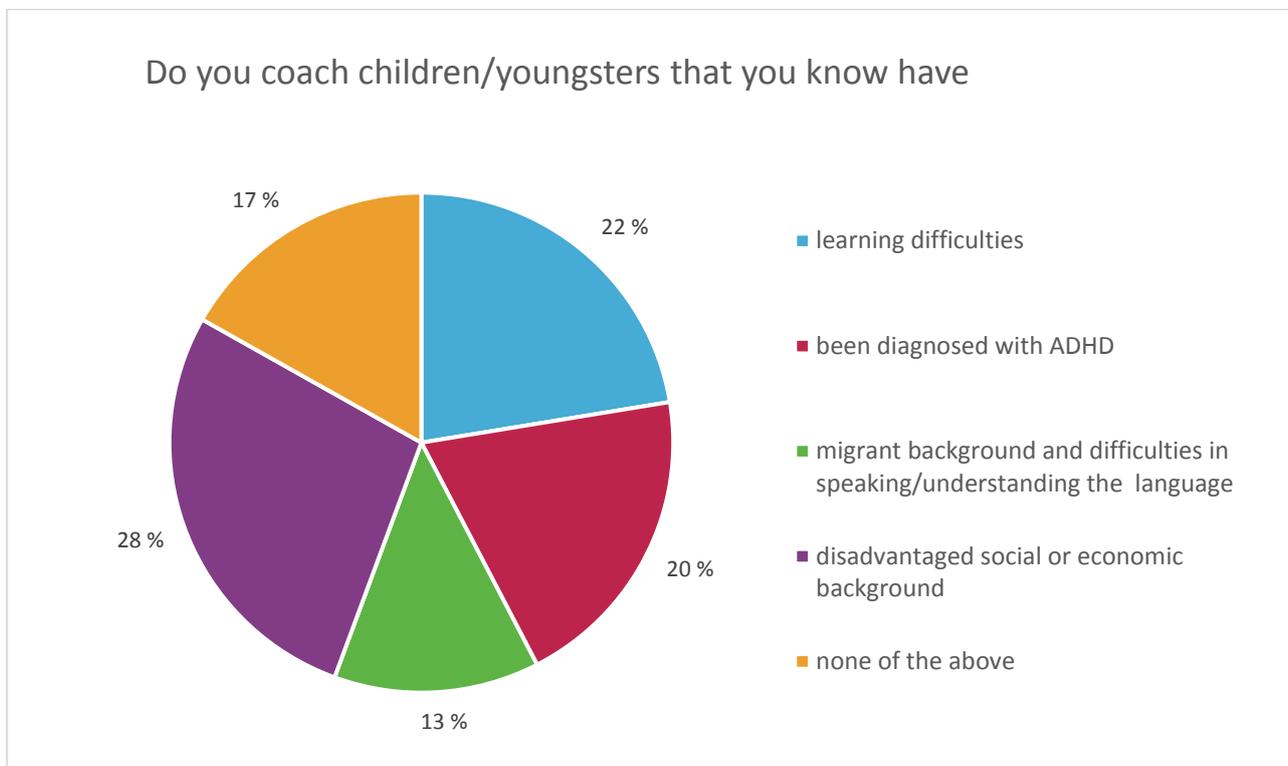
## COACHES' RESULTS BY QUESTION

**C-all 1:** Coaches' answers to the question of identifying the sex of the children/youngsters that they coach:

		SLO	ES	ITA	FIN	ALL
Please select sex of children/youngsters that you coach:	Male	1	3	6	18	29
	Female	2	0	3	35	41
	Both	3	1	6	51	62

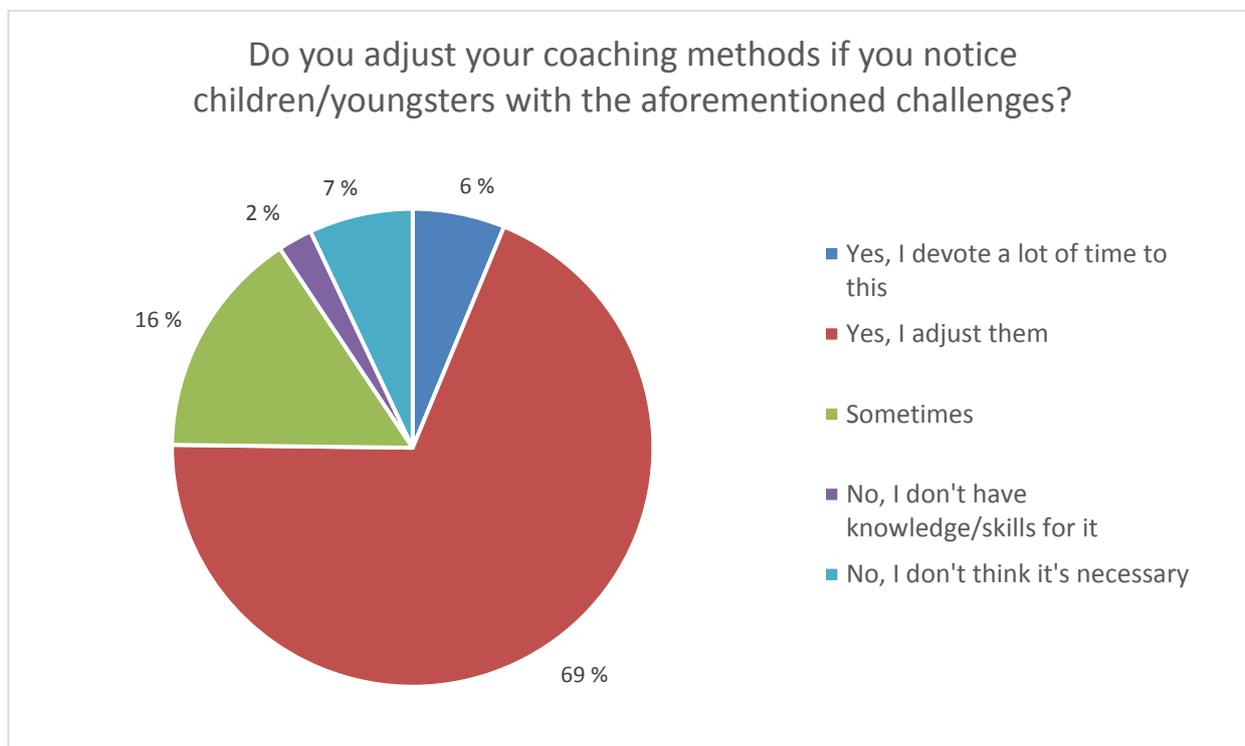
Many more Finnish coaches answered the survey than in other partner countries.

**C-all 2:** Coaches' answers to the question if they coach children/youngsters that they know (they could mark multiple answers). Percentages of coaches' answers:



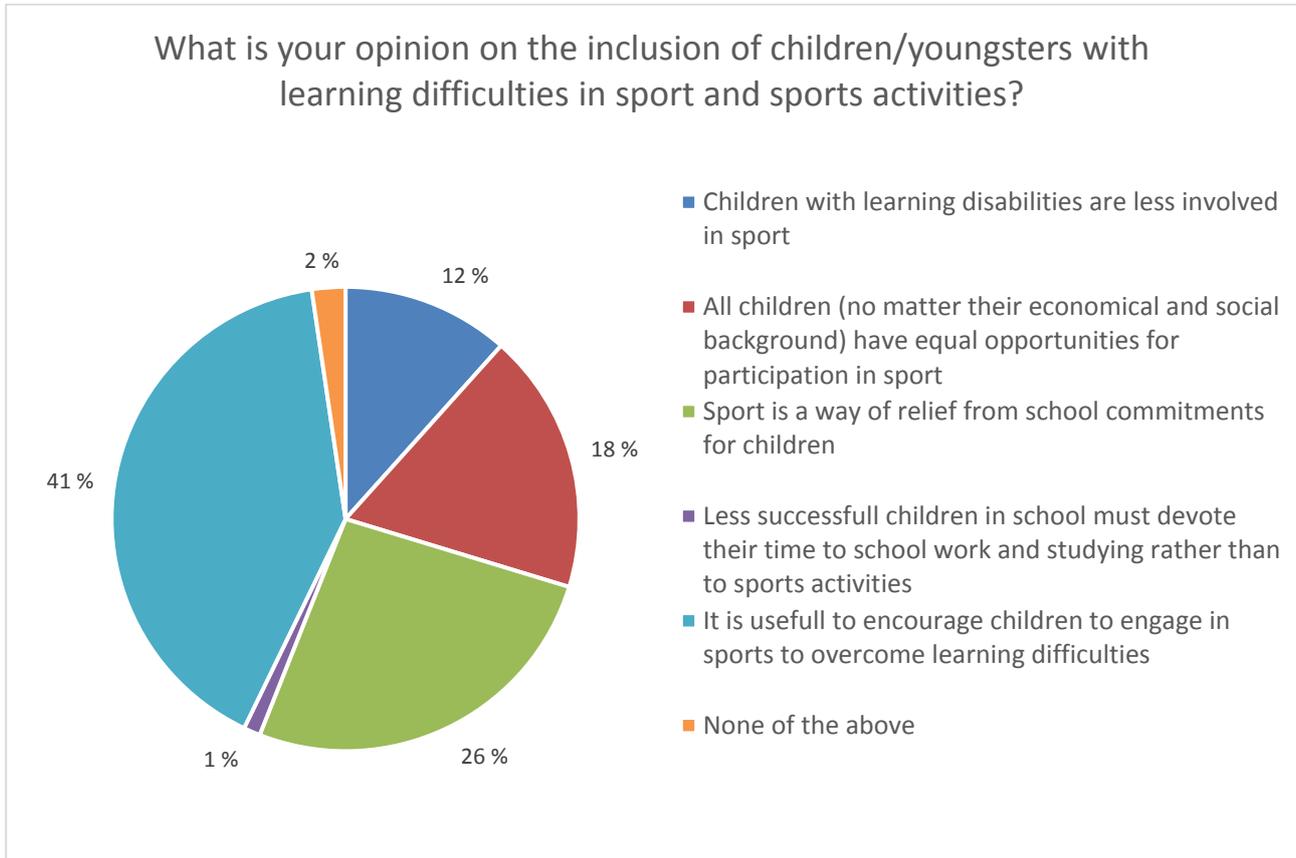
**Comment:** 28% of respondents coach children/youngsters with disadvantaged social or economic backgrounds. 22% of them coach children/youngsters who have learning difficulties, and 20% coach children/youngsters who have been diagnosed with ADHD.

**C-all 3:** Coaches' answers to the question of adjusting coaching methods if they notice children/youngsters with the aforementioned challenges. Numbers and percentages of coaches' answers:



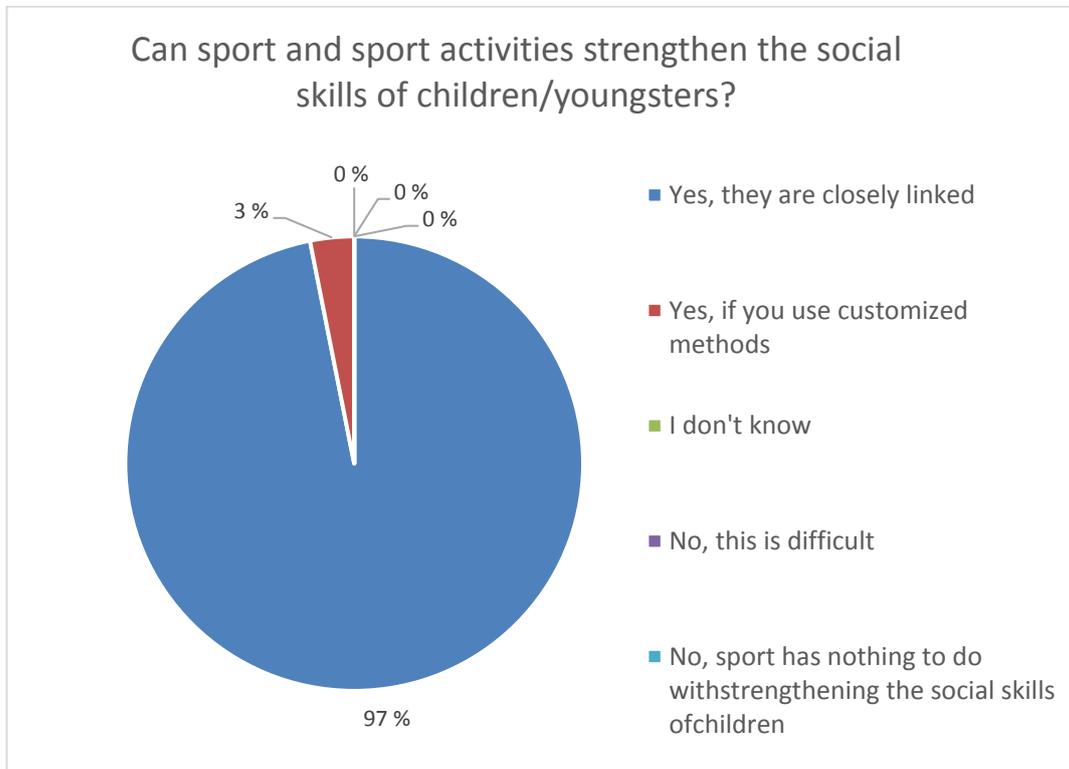
**Comment:** Of the coaches who participated in this survey 87% adjust their coaching methods if they coach children who come from migrant or disadvantaged socioeconomic backgrounds or if they have learning difficulties.

**C-all 4:** Coaches' answers to the question "what is your opinion on the inclusion of children/youngsters with learning difficulties in sport and sports activities." They were able to select multiple arguments that they agree with. Percentages of coaches' answers:



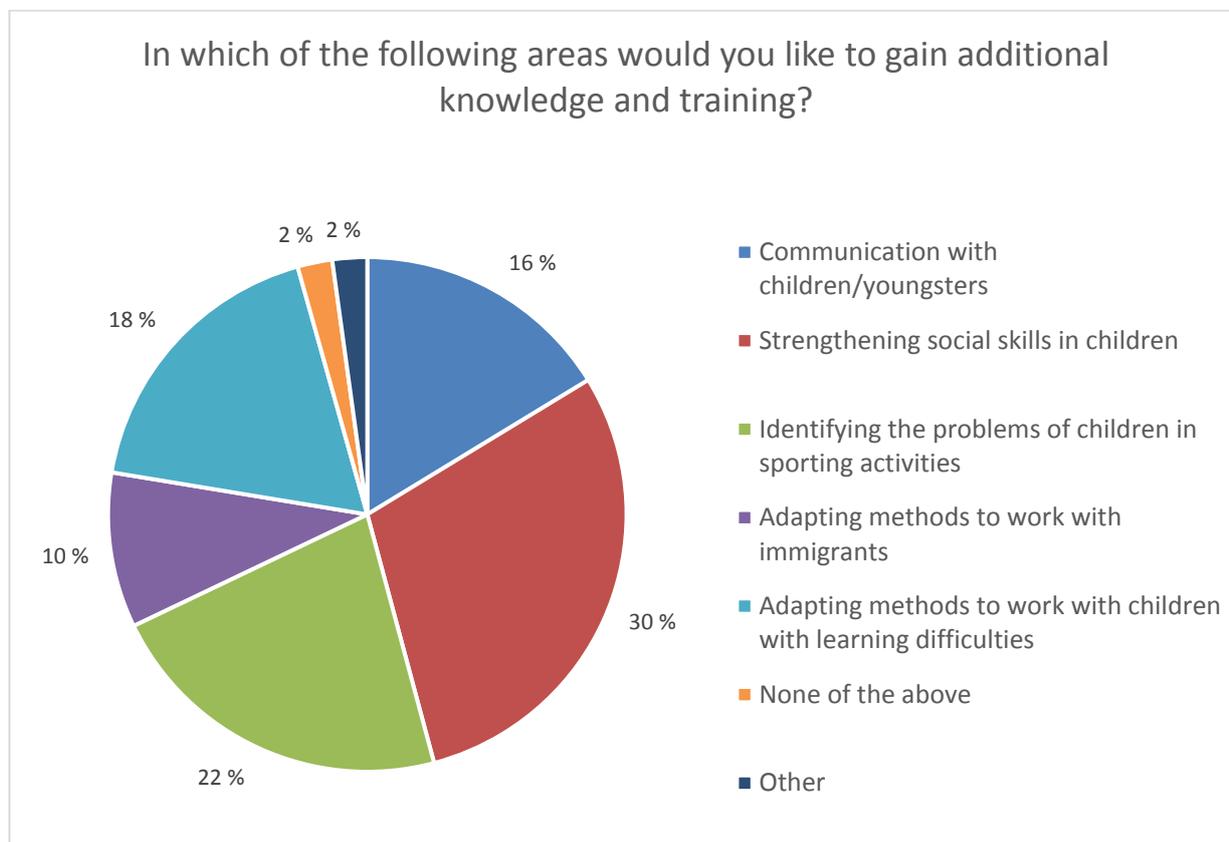
**Comment:** The coaches' opinion on the inclusion of children/youngsters with learning difficulties in sport and sports activities is that it is useful to encourage them to engage in sports to overcome learning difficulties (41%). This is followed by the answers that school is a way of relief from school commitments for children (26%) and that all children (no matter their economic or social background) have equal opportunities to participate in sport (18%).

**C-all 5:** Coaches' answers to the question of sport and sport activities strengthening the social skills of children/youngsters. Numbers and percentages of coaches' answers:



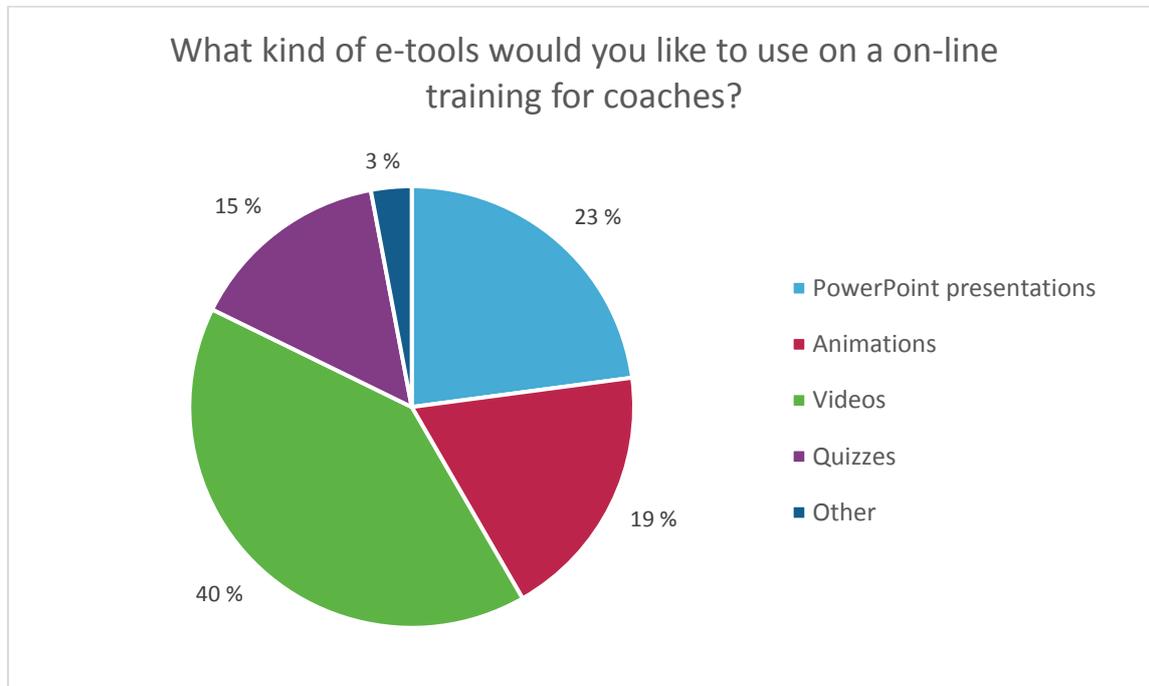
**Comment:** 97% of coaches agree that sport and sport activities can strengthen the social skills of children/youngsters. 3% of the respondents think that customized methods are needed in this.

**C-all 6:** Coaches' answers to the question regarding the areas in which they would like to gain additional knowledge and training (they could mark multiple answers). Percentages of coaches' answers:



**Comment:** Coaches would mostly like to gain additional knowledge in the following areas: strengthening the social skills of children/youngsters (30%), identifying the problems of children/youngsters in sporting activities (22%), adapting methods to work with children/youngsters and communication with children/youngsters (18%), and communication with children/youngsters (16%).

**C-all 7:** Coaches' answers to the question regarding the kind of E-tools they would like to use on online training for coaches. Percentages of coaches' answers:



**Comment:** The coaches would mainly like to use videos (40%), PowerPoint presentations (23%) and animations on online training for coaches (19%).



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### 4. COLLECTING GOOD PRACTICES

The partners of the project are collecting good practices, experiences and ethical/behavioural codes among partner organisations, i.e. relevant local, national and European stakeholders. This is being done in order to enhance education success and social inclusion, reduce the school dropout rate and promote volunteering among youth.

The collection of good practices is made in the project in two ways:

- The questionnaires for coaches and teachers included the question “Do you want to share any good practice in improving social inclusion through grassroots sport?”
- Setting up a form in Google Forms for partners to fill with good practices that they recognise during their work on the project.

Good practices will be shared on the project website <https://www.eu-playsport.org/>.

#### 4.1 GOOD PRACTICES FROM COACHES AND TEACHERS

The responses to the question in the questionnaire for coaches and teachers - “Do you want to share any good practice in improving social inclusion through grassroots sport?” - were analysed and turned into suggestions and tips for sports organisations, coaches and schools.

##### FROM COACHES TO SPORT ORGANISATIONS:

- Cheap or even free training for children and youngsters, especially for those coming from a disadvantaged economic background.
- Give coaches the chance to gain the skills needed for their work with children and youngsters.
- Collaborate with schools.
- Cooperate with other sport organisations, exchange experiences and conduct joint trainings for players.

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### FROM COACHES TO COACHES:

- Include individuals in group work, make them part of the group; you can use different social games for that.
- Create exercises that build up an individual's self-esteem. That way children and youngsters start to trust themselves, which translates into better group work.
- Care about the development of each individual; be interested in the child's and youngster's life and their problems, school work, etc. This way you become reliable and they turn to you for advice. Understand, support and encourage.
- Be present in the moment, care for the players.
- Take the whole group to a place other than their familiar environment to gather experiences, include different sporting activities with the lessons. Combine training with a different sport.
- Involve the parents, talk to them, and share their child's and youngster's success and problems with them. Also encourage them to support their children and youngsters being involved in sports.
- Involve the players in creating rules for training, this way they will follow them more. Let the players design exercises in training; this gives them a sense of involvement and importance.
- Use peer education, make pairs and give them the task to teach and give feedback on their performance to each other. Peer education can also be used between the younger and older players.
- Change groups and pairs often - mix players so they get more experience playing with different partners and groups.
- Cooperate with schools. Find children and youngsters in school that are not included in any sport and invite them to club trainings.
- Design exercises in advance, keep a diary of them. Well-designed exercises are easily adapted when needed. Learn how to change exercises in different situations.
- Search for opportunities of gaining more knowledge about themes, methods and approaches that interest you in different trainings for coaches.

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### FROM TEACHERS TO TEACHERS AND SCHOOLS:

- Give the students a chance to be included in planning sport lessons at least a few times during a school year.
- Use group and social games to include individuals in sport activities.
- Include also amateur students (those who do not train in clubs) in school sport teams.
- Have active breaks between lessons on schoolyards; let the students play games on playgrounds before and after school.
- Offer students a variety of elective sport courses.
- Teach the students about belonging to the community, having friends and a sense of belonging through sport by respecting the limits and rules in sport; teach fair play.
- Collaborate with sport clubs by offering school halls as a place for training. Students will feel safe in a familiar environment, surrounded by their schoolmates.
- Make school sport equipment available for borrowing (skates, skis, etc.).
- Include students with learning and other difficulties or who are socially excluded in sport courses in school, where they can experience success and find friends outside of their class.
- Support non-competitive courses for students, including mixed sports, to break the barriers between sports, and give the students a chance to find a suitable form of sport activity without competitive goals.
- Include students with disabilities in sport classes by giving them suitable roles.
- Develop a tutoring programme for sport.
- Involve students with a migrant background in class through sport activities, where language skills are not in the foreground.

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## 5. CONCLUSION OF THE ANALYSIS

### (overall view of the main findings and results for teachers, students and coaches)

High-quality teaching and coaching is widely acknowledged to be one of the key factors in achieving successful learning outcomes. This is achieved by developing the knowledge, skills, attitudes and values that learners need in order to reach their full potential as individuals and as active members of society and the workforce.



The analysis showed that most teachers can recognise students with learning difficulties, as well as those with a disadvantaged social or economic background and migrant background and difficulties in speaking and learning.

In all participating countries, the teachers and coaches agree that sports activities in school, together with grassroots sports, strengthen the social skills of children. They also agree that it is useful to encourage children to engage in sports to overcome educational difficulties.

Coaches recognise the importance of sport in strengthening the social skills of children and youngsters, and they would like to gain additional knowledge in this area. They also need more knowledge at identifying the problems of children/youngsters in sporting activities. Although they already adjust their coaching methods accordingly for children and youngsters with different problems, they would still like to improve their knowledge in this area. In all participating countries, the coaches would mainly like to use videos, PowerPoint presentations and animations on online training for coaches. This information is useful for the project's e-learning platform.



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The students, a majority of whom like school, would like to have more explanation and support in understanding lessons, because it is difficult for them to focus and follow the lessons. That is mostly because of fear of failure and other emotional problems. They get the strongest support for school work from their parents, followed by schoolmates and then teachers. The majority of students like sport, and parents support students in their sport activities.

**LET THEM ALL HAVE TIME TO P.L.A.Y!**

### **6. ADDENDA**

**Survey questionnaires.**

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This project has been funded with support from the European Commission. This publication reflects 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.

## TEACHERS' QUESTIONNAIRE

### Youth participation in sport

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Please read the instructions carefully and fill in this short and anonymous survey.

\*Required



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#### 1. Gender \*

Mark only one oval.

- Male
- Female
- Other: \_\_\_\_\_

**2. Which subject do you teach? (You can check more than one answer)**

*Tick all that apply.*

- Class Teacher
- Mother language
- Mathematics
- Foreign language
- Biology
- Chemistry
- History
- Geography
- Physical Education
- Music
- Art
- Other: \_\_\_\_\_

**3. How long have you been working as a teacher?**

\_\_\_\_\_

**4. Do you teach students that you know are at risk of dropout or have already left school because of: \***

*Tick all that apply.*

- Learning difficulties
- Diagnose Attention Deficit Hyperactivity Disorder (ADHD)
- Migrant background and difficulties in speaking/understanding the hosting country's native language
- Disadvantaged social or economical background
- None of the above
- Other: \_\_\_\_\_

**5. Select which problems do you recognize in the classroom with a student who has learning difficulties: (You can mark multiple answers) \***

*Tick all that apply.*

- It is difficult for him/her to focus and follow classes
- He/she needs more time, explanation and support to understand lessons
- He/she has specific didactic difficulty (reading, writing, calculating)
- He/she has specific didactic difficulty due to Attention Deficit Hyperactivity Disorder (ADHD)
- He/she doesn't like school work and prefer to avoid it (homework, learning, ...)
- He/she doesn't fully understand language of a country (he/she speaks another language at home)
- He/she can't learn on their own
- He/she doesn't get along with schoolmates, he/she is excluded
- Other: \_\_\_\_\_

**6. What do you think are reasons behind these children learning difficulties? (You can mark multiple answers) \***

*Tick all that apply.*

- Lack of working habits and/or interest in school work
- Slower comprehension and logical reasoning
- Emotional problems (fear of failure, significant helplessness, ..)
- Weak social skills
- Poor understanding of language
- Cultural difference
- Parents don't have time or don't know how to support their child
- Living in difficult situations (family problems/conflicts)
- Disability
- The lack of explanation or efficient methods for special needs in school
- Substance abuse/addiction
- Other: \_\_\_\_\_

**7. What is your opinion on the inclusion of children with learning difficulties in sport and sports activities? Select arguments that you agree with: \***

*Tick all that apply.*

- Children with learning difficulties are less involved in sport.
- All children (no matter their economical, social background) have equal opportunities to participate in sport
- Sport is a way of relief from school commitments for children.
- Less successful children in school must devote their time to school work and studying rather than to sports activities.
- It is useful to encourage children to engage in sports to overcome educational difficulties .
- None of the above
- Other: \_\_\_\_\_

**8. Can sport and sports activities in school in cooperation with grassroots sports strengthen the social skills of children? \***

*Mark only one oval.*

- Yes, it is closely linked
- Yes, if you use customized methods
- I don't know
- No, this is difficult
- No, sport has nothing to do with strengthening the social skills of children
- Other: \_\_\_\_\_

9. Do you want to share any good practice or personal experience on improving social inclusion through sport? \*

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## STUDENTS' QUESTIONNAIRE

### School and sport

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\*Required



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#### 1. Gender \*

Mark only one oval.

- Male
- Female
- Other: \_\_\_\_\_

#### 2. Age \*

Mark only one oval.

- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 years and more

**3. Do you like to go to school? \***

*Mark only one oval.*

- Yes, very much
- Yes
- No
- No, I don't like school at all

**4. What do you like the most about school? \***

\_\_\_\_\_

**5. What do you like the least about school? What are the major challenges you face? \***

*Mark only one oval per row.*

	TRUE	FALSE
It is difficult for me to read and write	<input type="radio"/>	<input type="radio"/>
I need more time, explanation and support to understand lessons	<input type="radio"/>	<input type="radio"/>
I feel excluded in the playground	<input type="radio"/>	<input type="radio"/>
It is difficult for me to concentrate and participate in class for long periods of time	<input type="radio"/>	<input type="radio"/>
I don't like school work and I'm often avoiding it (homework, learning, ...)	<input type="radio"/>	<input type="radio"/>
I can't fully understand language of country I live in (at home I speak another language)	<input type="radio"/>	<input type="radio"/>
I don't get along well with my schoolmates, I feel that they don't like me	<input type="radio"/>	<input type="radio"/>
I can't learn alone	<input type="radio"/>	<input type="radio"/>

**6. Who helps you overcome these challenges? \***

*Tick all that apply.*

- My teacher
- Counselor
- Additional teacher
- The teacher of remedial classes
- Instructor
- Parents
- Classmates
- Brothers / Sisters
- Coach
- Other: \_\_\_\_\_

**7. Do you like sport? \***

*Mark only one oval.*

- Yes, very much
- Yes
- No
- No, I don't like sport at all

**8. When do you practice sport? (You can choose more than one answer) \***

*Tick all that apply.*

- At physical education classes in school
- In school as a elective subject
- On school sports days
- After school on the playground with friends
- After school on training
- In the sports club / association
- With parents in free time and on holidays
- On my own in spare time
- I never practice sport
- Other: \_\_\_\_\_

**9. Do you practice sport in your free time? \***

*Mark only one oval.*

- Yes, I train in a club/society
- No, I don't want to      *Skip to question 12.*
- No, but I would like to      *Skip to question 12.*
- I never practice sport      *Skip to question 12.*

**10. Which sport do you practice? \***

*Tick all that apply.*

- Basketball
- Football
- Volleyball
- Handball
- Tennis
- Athletics
- Gymnastics
- Badminton
- Other: \_\_\_\_\_

**11. Who supports and encourages you to practice sport? \***

*Mark only one oval.*

- Parents
- Brothers / Sisters
- My coach
- Teacher at school
- Friends
- Other: \_\_\_\_\_

*Stop filling out this form.*

**12. Why don't you go to/attend sports activities in your free time, after school? \***

*Tick all that apply.*

- I'm not interested in sport
- I don't have time, because I have other activities
- I don't like competitions
- I tried, but I didn't like it
- My parents don't let me, they don't support me
- I would like to, but my parents can't afford it
- I would like to, but I'm afraid
- I would like to, but I don't understand the language
- I would like to, but I don't know which sport I should pick or there is no sport I like where I live
- There are no gyms or sport facilities near my house
- Other: \_\_\_\_\_

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## COACHES' QUESTIONNAIRE

### Youth participation in sport

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\*Required



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#### 1. Gender \*

Mark only one oval.

- Male
- Female
- Prefer not to say
- Other: \_\_\_\_\_

#### 2. Which sport do you coach? \*

\_\_\_\_\_

#### 3. How long have you been a coach for? \*

\_\_\_\_\_

**4. Please select sex of children/youth you coach: \***

*Mark only one oval.*

- Male
- Female
- Both

**5. Please select age group of children/youth you coach: \***

*Tick all that apply.*

- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 years or over

**6. Do you coach children that you know: (You can mark multiple answers) \***

*Tick all that apply.*

- Have learning difficulties
- Have been diagnosed with Attention Deficit Hyperactivity Disorder (ADHD)
- Are immigrants and have difficulties in speaking/understanding the hosting country's native language
- Have disadvantaged social or economical background
- None of the above
- Other: \_\_\_\_\_

**7. Do you adjust your coaching methods if you notice children/youngsters with the aforementioned challenges? \***

*Mark only one oval.*

- Yes, I devote a lot of time to this
- Yes, I adjust them
- Sometimes
- No, I don't have knowledge of it
- No, I don't think it's necessary.

**8. What is your opinion on the inclusion of children with learning difficulties in sport and sports activities? Select arguments that you agree with: \***

*Tick all that apply.*

- Children with learning disabilities are less involved in sport.
- All children (no matter their economical, social background) have equal opportunities for participation in sport.
- Sport is a way of relief from school commitments for children.
- Less successful children in school must devote their time to school work and studying rather than to sports activities.
- It is useful to encourage children to engage in sports to overcome learning difficulties.
- None of the above
- Other: \_\_\_\_\_

**9. Can sport and sport activities strengthen the social skills of children? \***

*Mark only one oval.*

- Yes, it is closely linked
- Yes, if you use customized methods
- I don't know
- No, this is difficult
- No, sport has nothing to do with strengthening the social skills of children

**10. What are the most common challenges you face while working with children? Name three.**

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**11. Do you have support (training opportunities, exchange or discussion with other trainers) to overcome these challenges? \***

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**12. In which of the following areas would you like to gain additional knowledge and training? (You can mark multiple answers). \***

*Tick all that apply.*

- Communication with children
- Strengthening social skills in children
- Identifying the problems of children in sporting activities
- Adapting methods to work with immigrants
- Adapting methods to work with children with learning difficulties
- None of the above
- Other: \_\_\_\_\_

**13. What kind of e-tools would you like to use on a on-line training for coaches? \***

*Tick all that apply.*

- PowerPoint presentations
- Animations
- Videos
- Quizzes
- Other: \_\_\_\_\_

14. Do you want to share any good practice in improving social inclusion through grassroots sport?

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