

Summery

Youth, Team sport and Citizenship

- The bad company? An action research project in Outer Nørrebro

This monography is based on a community psychological project, investigating the potential of a process oriented study with boys from 12-16 years at Rådmandsgade Skole, Ydre Nørrebro. The monography draws on psychological (community psychology, social resilience and life-skills) and sociological theory (social capital), which is applied in the development of the local community, mainly school and participants.

The purpose of the study rests upon the challenge that many communities in Denmark experience extensive social challenges with young boys and their ability to take active responsibility for their own lives. The study aimed to handle this challenge by seeking to create new perspectives on the young boys' lives in a community with such challenges. The main goal was to create new ways to develop life-skills and social resilience through participation in team sport (football), different social and academic learning activities and coaching/mentoring.

The necessity of such an intervention is furthermore much needed in relation to a post-modern context, where youth personal development to most extend is about "creating oneself". A process which for most part seems characterized by a profound degree of collective oriented individualism. Thus it seems reasonable to argue for a connection between individual personal competencies, resilience and the readiness to take active part of the community through citizenship.

Living in such a context where one is self-responsible for his or her own success, the individual engages oneself primarily where he/she experiences a realistic challenge for success. Thereby an intervention such as presented in this study might strengthen the participants by giving them a newfound perception of empowerment, which could lead to new ways of involvement in the community.

To develop as a human being doesn't need to be seen as a self-responsible act, whereas this monography puts emphasis on the social connectiveness and how the community and participants can develop through co-creation. A way to create co-creation is through involvement and praxis work, whereas this study uses a transformative approach.

Overall this monography seeks to answer the overall research question: *How and with what meaning can a transformative intervention, make way for the development of citizenship and personal development among 12-16 year- old boys from a socially challenging community in Copenhagen?*

The primary foundation of the study is community psychology and action research but includes other theoretical perspectives.

Chapter 1 works as an introduction to the reader. In this chapter the different potential challenges of the local community Nørrebro and Rådmandsgade School are presented. The aim is to contextualize the area, participants and possible barriers to the reader. Furthermore the pre-understanding that the author of this monography had prior to the project is presented. This is relevant due to the participation nature of the project. The keywords from the study are presented: social resilience, life-skills, social capital and citizenship. Afterwards more general themes of importance to the reader will be presented, such as: a) Adolescents from social challenging communities with a focus of how society perceives this group, b) some of the special characteristics of the post-modern society and how coaching and identity become highly relevant in such a society c) the meaning of learning is described leading to a definition of team sport and sport club participation and how such activities might be an interesting perspective in the light of the research question d) a brief introduction to the concept of integration and citizenship is introduced and arguments for using citizenship instead of integration is presented. The chapter ends with a literature overview of similar projects which might have had similar characteristic (but not identical) illustrated in a table.

Chapter 2 presents the theoretical and philosophical framework of the project. First aim is to clarify the philosophical position which have shaped the study by describing action research and the transformative approach. Following this section is a presentation of community psychology which in the field of psychology in part can be seen as an action research inspired position. Afterwards the theoretical perspective of third generation coaching is presented as a dialogical tool to group and personally developing conversations. Where after social resilience, life-skills and social capital theory are presented. Social resilience is in general about enhancing healthy development of children. Life-skills refer to numerous competencies of importance for the individual here and now, but also in the future. Such competencies are in that regard basic developments which might evolve into social resilience. Social capital refers to the social connectiveness of a community or society. To enhance social capital, you have to consider norms, trust and social networks.

Chapter 3 is an introduction to the methodological consideration of the study. The overall structure of project *youth, team sports and citizenship* is presented here. The overall structure is based on upon RCT (randomized controlled trial), but within a qualitative framework. The quality criteria are

presented, and also the importance of conducting ethical responsible research especially when working with a control group, which in this study goes by the name partner school. Besides this the three interventions, football, coaching/mentoring and learning are described. Subsequently there is a presentation of the methods (multi method) used to gather data. These methods include fieldwork, interviews, questionnaires, observations and focus groups. In the end of this chapter are considerations of ethical perspectives and dilemmas which the project might have resulted in or has had to handle during the process.

Chapter 4 is the analysis section of this study; here the data are analysed with different analysis strategies. The strategy is presented and argumentations and reasons for this strategy are presented. The overall strategy was based on the research questions focus on the participants meaning making of their involvement. To get closer to the participants and their opinions, first step of the analysis is in the form of narrative inspired narratives of participants. Three narratives are presented to the reader, and they are meant to give the reader a closer look into the boys' lived world and unique experiences. Following these narratives the interviews are analyzed through an IPA (interpretative phenomenological analysis) analysis, seeking to explore and highlight the boys' unique experiences and opinion of the project. This is followed by a cross-case analysis of general experiences and opinions of the entire project which is structured in themes and presented. After the qualitative analysis a smaller quantitative analysis is made from the questionnaire data. These analyses are through an ANOVA analysis, described and results are presented. The chapter ends with a summary of all results highlighted through the analysis.

Chapter 5 is the final chapter of the monography and contains a discussion of the results based on this project. First section is with reflexion and discussion about the action research process and what experiences this approach have had in this project. The discussion of this section is from 1-2-3 person perspective. The remaining discussion is structured in two sections; a) shared community and b) social resilience. These two sections investigate and discuss on one hand social and local perspectives, and on the other hand more individual perspectives due to participating in the project. Furthermore the four most important results of the study are presented, as they are also presented at the end of this summary. A possible future model of work with a target group such as the one in this project is presented. A special emphasis is put on the possible synergy effect which coaching and football together seems to mean to the participants. These two interventions in their own way and with similar, yet different effect seemed to enhance the social relations and individual

competencies. The monography ends with a conclusion and possible future implications for practical and scientific work.

The most important results of the study are listed below:

Result	Meaningful in relation to	Possible practical implications
Enhanced self-concept, which might lead to citizenship	Development of empowerment, social resilience and life-skills	Primarily due to group coaching
Enhanced physical competencies which might lead to enhanced self-efficacy	Development of social resilience and life-skills	Primarily due to football
Enhanced social networks at the school	Development of social capital, empowerment, social resilience and life-skills	Primarily due to football, but also group coaching
The school classes cooperation competencies was improved and the participants motivation increased	Development of social capital, empowerment, social resilience and life-skills	Primarily due to group coaching, but also football