

SPORTING EQUALITY: STRATEGIES TO BREAK DOWN BARRIERS AND INCREASE ACCESS FOR INDIVIDUALS IN SOCIAL VULNERABILITY

Dr. Carlos Alberto Santos and Prof. Ana Carolina Silva

Universidad Federal de Río Grande Del Sur

Abstract

The Millennium Development Goals (MDGs) were a set of eight goals established by the United Nations in 2000 to reduce poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women. The MDGs were largely successful in achieving their goals, and they helped to improve the lives of millions of people around the world.

The Sustainable Development Goals (SDGs) are a set of 17 goals that were adopted by the United Nations in 2015 to build on the successes of the MDGs. The SDGs are more ambitious than the MDGs, and they address a wider range of issues, including climate change, inequality, and peace and justice.

This paper discusses the evolution of the MDGs and the SDGs, and it examines the challenges and opportunities of achieving the SDGs.

Keywords: Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), Poverty, Hunger, Disease, Illiteracy, Environmental degradation, Discrimination against women, Climate change, Inequality, Peace and justice

Introduction

The world concerns about human development, the social inclusion, the poverty eradication and the other vulnerable population privacies have been manifested through goals elaborated by the United Nations (UN), that created the first document in order to guide the implementation of public policies in the international, national and local levels in 2000 - Millennium Development Goals (MDG). During 15 years, the MDG fomented the initiatives from countries in the UN to face the challenges of eradicating extreme poverty and hunger in poorer countries, universalize basic education; promote gender equality and women's empowerment; reduce child mortality; improve maternal health; fight AIDS, malaria and other diseases; ensure environmental sustainability and; establish the global partnership for development (Millennium Goals) (Shetty, 2005).

The efforts to build a society that contributes to poverty reduction and economic and social development continued at the Rio Earth Summit (Rio 92), in which representatives from the participating countries agreed to promote sustainable development with focus on human beings as fundamental and integrated parts of the process of protecting the environment (Agenda 21) (DECLARAÇÃO DO RIO DE JANEIRO, 1992).

At the Rio + 20 Conference, the goals of green economy and poverty eradication were strengthened with the establishment of intergovernmental goals for beyond 2015. In 2015, the members of the UN recognized the need to eradicate poverty and to promote dignified life for all as an indispensable requirement to achieve the 17 Goals of the 2030 Sustainable Development Goals (SDG), which must be integrated in the economic, social and environmental dimensions.

The SDG advanced in relation to the MDG and focused on poverty and hunger eradication; sustainable agriculture; health and well-being; gender equality; potable water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation and infrastructure; reduction of inequalities; sustainable cities and communities; responsible consumption and production; action against global climate change; life in water; terrestrial life; peace, justice and effective institutions and; partnerships and means of implementation.

According to specialists in Brazil, the chances of Brazil to achieve the established goals are low, even so, priorities should be placed on Quality Education and Poverty Eradication as means to contribute to the improvement of the population's Health and Well-Being (Moreira et al., 2019).

Several areas of knowledge and human production are integrated in the efforts of Nations to achieve the SDG. In the field of Physical Education, the regular practice of Physical and Sports Activities may be related to the SDG as a factor for human development with regard to health and well-being, gender equality or other goals, in which, equality in access to education, health, work, culture, leisure, social protection needs and other interinstitutional policies is valued in fomenting friendship and peace between groups, peoples and nations (UNDP, 2017). The recognition of Physical and Sports Activities as an important mean of socialization and well-being can be seen in the UN's initiative to create an inter-agency task force (OMS, ACNUR, PNUD) on Sport for Development and Peace (SDP), to encourage the efforts of international agencies that work with sports (Clarke, Jones & Smith, 2021).

According to Clarke, Jones and Smith (2021), the use of sport as peacebuilding tools is growing along with movements to achieve global peace. In a review study, the authors identified 30 academic papers in recent decades that investigated projects in different parts of the world that used the sport for development and peace in post conflict areas.

In Brazil, the initiatives of private and governmental institutions to promote the right to the access of Physical and Sports Activities as a mean to promote individual and collective development and to mitigate social inequalities, dates back to the 1980s with the implementation of Social Inclusion Projects by sport (SIP) as a way of socialization or social inclusion of children and young people from vulnerable populations, with the aggravation of being at physical and psychological risk, imposed by the socialization exercised by drug trafficking and violent confrontations between rival groups and between these and the police (Vianna & Lovisolo, 2009, 2011, 2018).

The increase in the number of Physical and Sports Activities projects and academic production on the subject in Brazil motivated Kravchychyn and Oliveira (2015) to prepare a systematic review to identify studies published in Brazil between 2004 and 2013 on the phenomenon in question. The authors observed that the investigations focused primarily on the management of projects and programs, teaching activities and methodologies, teacher training and the intervention of teaching professionals.

For Kravchychyn and Oliveira (2015), the effect of SIP on beneficiaries and social groups involved, the pedagogical and management methodologies of SIP and the initial and continuing training of teachers who work in this context, are aspects that need to be further investigated. However, the work of the authors was limited to studies published in Portuguese, which suggest the necessity to expand and deepen this type of research in other centers of knowledge production that disseminate their publications in other languages.

The amplitude of the actions proposed from the SDG, with several nations, private institutions and third sector organizations operating internationally and many initiatives crossing cultural borders, is one of the aspects that reinforce the need to understand the similarities and differences in scientific production produced in other knowledge centers on the phenomenon of Physical and Sports Activities as a way of social inclusion of children, adolescents and young people from the most vulnerable layers, which can favor the review of interpretations and inconsistencies that might or might not be discovered in research involving only one country.

As it is a phenomenon that can occur in different cultures and in different countries, this study aimed to carry out an integrative review to compare academic data on programs and projects that use the sport as a mean of social inclusion of children, adolescents and young people in situation of social vulnerability. This work identifies, analyzes and synthesizes the results of studies published in English, Spanish and Portuguese in the period between 2010 and 2021 contained in the Scopus database. Thus, with the mapping of the study area, it is expected that this study will contribute to the theoretical and methodological improvement and encourage more investment in researches that aim a greater internationalization of the subject and are based on the following questions: a)

Why is sport used in sport projects for the social inclusion of children, adolescents and young people in situations of social vulnerability? b) What are the main characteristics of the studies? c) What are the effects of Physical and Sports Activities on the development of the participants?

2 Methodology

In order to provide a synthesis of published knowledge on the subject and incorporate the applicability of significant studies, we propose an integrative review whose methodological approach allows the inclusion of different methods and admit the use of quantitative and qualitative data. According to Souza, Silva and Carvalho (2010), integrative review is broader than meta-analysis and systematic review, as it allows the inclusion of experimental and non-experimental studies to fully understand the phenomenon and generate a consistent and understandable panorama of the concepts, theories or problems related to the phenomenon studied (Whittemore&Knafl, 2005).

To ensure the methodological rigor in the integrative review, this investigation followed the phases proposed by Souza, Silva and Carvalho (2010) for the research: 1st phase - definition of the guiding question, in which the studies to be included, the means adopted to the identification of sources and the information collected on each selected article were determined; 2nd phase –the use of the VOSviewer tool (instrument for construction and visualization of bibliometric networks - <https://www.vosviewer.com/>) to a broad and diversified search in electronic databases based on a pre-defined criteria of inclusion and exclusion. The program organizes the references exported by the

databases and identifies the quantitative data referring to an area of knowledge, the number of citations, territory of works and number of authors; 3rd phase –data extraction from each article regarding the type of study, definition of data and sample size and technique used for data collection; 4th phase - critical analysis to consider the rigor and characteristics of the selected studies; 5th phase - preparation of inferences from the comparison of the results with the information present in the literature; 6th phase - reduction and comparison of the data in which the studies were divided into subgroups according to the classification determined.

This research selected complete articles in English, Spanish and Portuguese published in peer-reviewed journals between 2010 and 2021 indexed in the Scopus database. As a search refinement strategy, the following Terms were used: “Social project” OR “Social program” AND “Education” OR “Education” AND “Child” OR “Adolescent” OR “Youth” AND “Popular layers” OR “Social risk” OR “Marginalized” OR “Poverty” OR “Not met” OR “Vulnerability” AND “Sport” OR “Sports education” OR “Sports project”.

Inclusion criteria: only empirical articles, published between 2010 and 2021 in peer-reviewed journals were selected, in which children, adolescents and young people participating in Physical and Sports Activities targeted at a population in a situation of social vulnerability were investigated. Exclusion criteria: Review studies; Document analysis research; Works that did not include subjects in the childhood, adolescence and youth age groups; Course Completion Papers, Monographs, Dissertations and Theses; Closed access studies; Studies published outside the established search period; Articles out of focus and desired scope.

The analysis of the data obtained was carried out through the ordering, categorization and subsequent summary of the results in order to highlight any differences and commonalities of the articles included in the research (Whittemore&Knafl, 2005). Descriptive statistics was used as a procedure for the initial treatment of the data. In this way, it was possible to observe both the occurrence of publications over the years, as well as the more or less recurrent themes. The exhaustive reading of the data allowed the researchers to identify the approaches, the type of study, the results and directions of each one of the works.

The synthesis of the results was carried out in a descriptive way, allowing to observe, count, describe and classify the data in order to gather the knowledge produced about Physical and Sports Activities in SIP and to identify, analyze and synthesize the results of studies on the subject. The categories that emerged from the data were expressed in figures, tables and charts, which facilitated the analysis by comparing the results and identifying regularities and differences.

3 Results

3.1 Identification of relevant studies

The compilation of information in articles published in the Scopus database allowed the verification of similarities and differences in the selected works based on the inclusion criteria and the established exclusion criteria. The studies found in the database were exported to the VOSviewer tool to help to organize, select and describe the productions used in the integrative review. Afterwards, the duplicated

articles were removed and the title, abstract and the full paper of the remaining works were finally read. Figure 1 presents the flowchart of the article selection process.

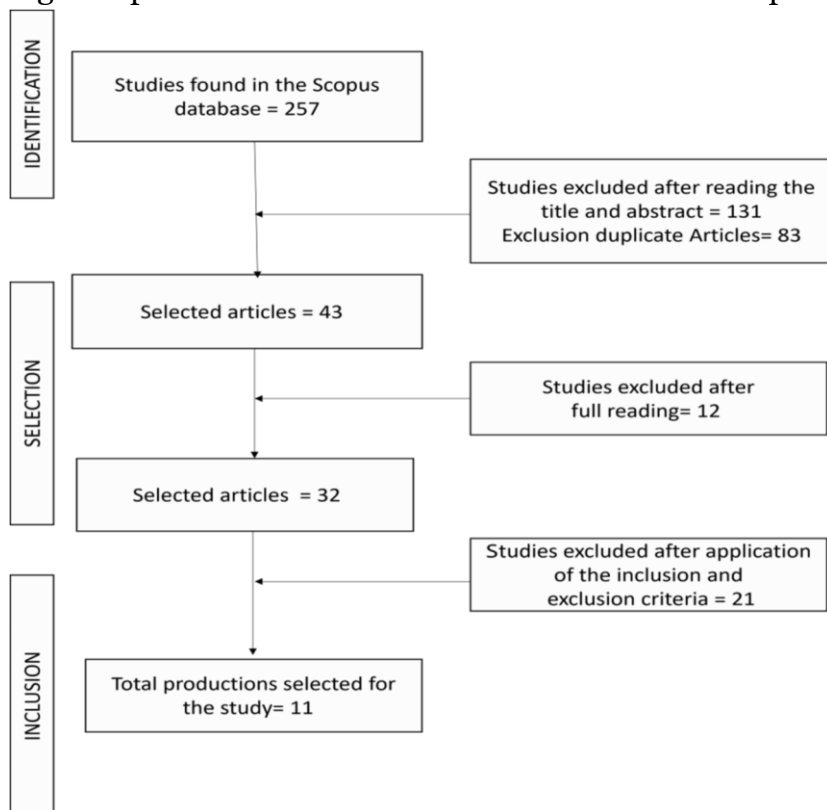


Figure 1 – Refinement on search and selection of articles.

The final selection of articles took place on April 13, 2021. From a total of 257 articles identified from the combination of search descriptors, 11 works were analyzed and will be presented in Table 1.

The increasing academic interest in the area of sports for social inclusion and sports for development and peace has motivated the production of books, special editions of magazines, research reports and important articles on the subject in several countries (Haudenhuyse et al., 2020).

Table1 – Selected Articles

	Autores / Year	Title	Research site	Place of publication	Magazine
1	Cortês-Neto et al. (2010)	Elaboração de indicadores de sucesso em programas de saúde pública com foco sócio-esportivo	Brazil	Spain	Revista Salud Pública
2	Castro & Souza (2011)	Significados de um projeto social esportivo: Um estudo a partir das perspectivas de profissionais, pais, crianças e adolescentes.	Brazil	Brazil	Revista Movimento

3	Schaillée, Theeboom,& Van Cauwenberg(2015)	What makes a difference for disadvantaged girls? Investigating the interplay between group composition and positive youth development in sport	Belgium	Belgium	Social Inclusion
4	Bean et al. (2015)	Putting program evaluation into practice: Enhancing the Girls Just Wanna Have Fun program	Canada	Canada	Evaluationand ProgramPlanni ng
5	Brauner, Valentini& Souza (2017)	Programa de Iniciação Esportiva Influencia a CompetênciaPercebida de Crianças?	Brazil	Brazil	Psico-USF
6	De Martini Ugolotti(2017)	„We are rolling and vaulting tonight“: sport programmes, urban regeneration and the politics of parkour in Turin, Italy	Italy	UnitedKingdo n	International Journal of Sport Policy and Politics
7	Pike, Page& Vinas (2018)	Playing Out: A Movement for Movement?	UnitedKi n gdon	UnitedKingdo n	Frontiers in Sociology
8	Bento et al.(2019)	Prevalenceandfactorsassociatedwith ph ysicalactivity in sociallyvulnerablechildren	Brazil	Brazil	Revista Brasileira de Medicina do Esporte
9	Hills, Walker& Sport Barry (2019)	Sport as a vehicleforhealthpromotion: sharedvalueexampleofcorporate social responsibility	UnitedKi n gdon	UnitedKingdo n	Sport Management Review
10	Bhanet al.(2020)	Sport as a vehicle of change for livelihoods, social participation and marital health for the youth: Findings from a prospective cohort in Bihar, India	India	UnitedKingdo n	EClinicalMedicin e
11	Cortês-Neto et al.(2020)	The resilience of adolescent participants in social projects for sport	Brazil	Brazil	Ciência&Saúde Coletiva

Source: Elaborated by the authors.

3.2 Data related to the studies: area of knowledge, research site and place of publication

In several countries, sport has been used to promote health by public policy makers and been defended by researchers due to the its benefits in the participants, that range from psychological, physiological and cultural aspects. More recently, private and governmental organizations related to sports have started to develop and implement health promotion projects and programs linked to corporate social

responsibility (Hills, Walker& Barry, 2019). The bibliometric analysis of the data reveals that most of the selected articles were published in Brazil (4) and the United Kingdom (4). The investigated theme was also the object of research that resulted in a publication in each of the following countries in the investigated period: Belgium, Canada, Italy and India.

Studies that focused on Physical and Sports Activities in Brazil were predominant in the selected investigations (5), while three selected studies focused on Physical and Sports Activities programs and projects in the United Kingdom (Table 1). Although the main focus of the selected studies is on Physical and Sports Activities for children, adolescents and young people in situations of social vulnerability, the issue in question was approached from the perspective of Health Promotion (1, 8, 9, 10), Public Policy (9, 10), Social Capital (3, 6, 7, 10), Psychology (motivation - 5; resilience - 11), Business (9), Gender (3, 4) and Social Representations (2) (it is considered that the same article had more than one approach simultaneously). The range of the selected works reflects the efforts of researchers to adopt different perspectives to broaden the understanding of the phenomenon of socialization and well-being through Physical and Sports Activities of subjects in a situation of social vulnerability (Clarke, Jones& Smith, 2021).

In this integrative review, 5 studies were selected with investigated subjects from the Brazilian population, 5 works with individuals surveyed in countries considered developed and a survey in the Indian population (as well as Brazil, India is considered a developing country) (Table 1) that observed the relationship between sports and the vulnerable population, with diversified approaches. The selected sample suggests that the researchers' concern with social inequality in Brazil may justify the increase in the amount of research on social inclusion of the vulnerable population in the country (Kravchychyn& Oliveira, 2015; Vianna&Lovicholo, 2018). Another focus of attention in investigations in Brazil may be the low percentage of active Brazilians (30% of the population), which mainly affects individuals in a situation of social vulnerability (UNDP, 2017).

Researches that investigated Physical and Sports Activities and the social inclusion of vulnerable populations in other countries suggest that the concerns that resulted in investigations linking Physical and Sports Activities and social vulnerability are not unique to the Brazilian reality, and the same occurs in other social contexts, including in developed nations. These arguments are supported by the article of Buelens et al. (2015), indicating that there is a considerable number of young Europeans who live or are at risk of ending up in situations of social vulnerability.

At the same time, the study of Collins and Haudenhuyse (2015) describes the growth trends of poverty in England and identifies the groups who are at risk of social exclusion, and the work of Johns et al. (2014) in Oceania study team sports as a mean of combating the violent extremism of young Muslims in Australia.

The possibility of sport being a mean for social inclusion and for increasing social opportunities for vulnerable children, adolescents and young people was the common perspective in the aforementioned works. Therefore, it is admitted that the inequality of social opportunities and social exclusion motivate the implementation of projects and programs with Physical and Sports Activities to minimize the risks arising from social vulnerability.

3.3 Type of study, source (subject definition / sample size), data collection technique and characteristics of selected studies

The final sample of this integrative review brought together a wide variety of study types: ethnographic, case, descriptive, cross-sectional, longitudinal, comparative, survey and quasi-experimental. In qualitative studies (4 occurrences - case study, focused investigation, ethnographic, descriptive) (Bean et al., 2015; Castro& Souza, 2011; De Martini Ugolotti, 2017; Pike, Page& Vinas, 2018) the authors used as technique for data collection the document analysis, interviews and field notes to investigate the cases. The quantitative studies identified were two quasi-experimental surveys (Cortês-Neto et al., 2010; Hills, Walker& Barry, 2019), two surveys (Bento et al., 2019; Cortês-Neto et al., 2010), one correlational study (Schaille, Theeboom& Van Cauwenberg, 2015), a cross-sectional study (Cortês-Neto et al., 2020) and a longitudinal survey (Bhan et al., 2020). As an instrument for data collection, document analysis, interviews, scales and structured questionnaires were identified (Table 2).

Although managers, leaders, parents, teachers and other professionals have been investigated, children and adolescents aged from 5 to 24 years were the main object of study in the selected articles, which reinforces the tendency of Physical and Sports Activities projects to have its proposals centered on individuals in development, who are the most vulnerable subjects in the population. However, there is little evidence to explain why most Physical and Sports Activities projects for the vulnerable population do not provide the same breadth of access to Physical and Sports Activities so that a greater number of subjects in other age groups, including the elderly, can benefit from the practice.

Table 2 – Methodological framework of selected articles.

	Type of study	Source	Instrument
1	Survey	1 program 51 students (8 to 17 years old)	Documental analysis Interviews
2	Case study Qualitative-exploratory	1 program 52 students (8 to 15 years old) 9 parents 17 professionals	Semi-structured interviews
3	Correlational	15 programs 200 female students (10 to 24 years old)	Quiz: Youth Experience Survey for Sports (YES-S)
4	Focused evaluation	1 program 13 female students (11 to 16 years old) 5 leaders	Semi-structured interviews
5	Longitudinal / Developmental and comparative of type quasiexperimental	118 students (5 to 9 years old)	Self-Perception Scale for Children Pictorial Scale of Perceived Competence and Social Acceptance (PSPCSA)

6	Ethnographic	1 program 20 participants (16 to 21 years old) Managers	Field notes Interviews
7	Descriptive	1 program 23 adults 37 students (1,5* to 13 years old) 6 managers (politics)	Semi-structured interviews
8	Survey Descriptive	Stratified sample in 8 regions of Brazil 3066 students (7 to 11 yearsold)	Physical Activity Questionnaire - Older Children (PAQ-C) Participation Motivation Questionnaire (PMQ) Anthropometricmeasurements
9	Multimethods Quasi-experimental	1 program 272 students (8 to 11 years old)	Physical Activity Questionnaire for Children Youth Physical Activity Questionnaire (YAPAQ) Focus group interview
10	Longitudinal Developmental /	Analytical sample in Bihar (India) 2.322 alunos (15 to 19 yearsold)	Logisticandmultinomial models
11	Cross-sectional	3 schools 134 students (12 to 17 years old)	Interviews Resiliencescale

Source: Elaborated by the author; *Loyal to the original text.

By considering that the agreement between the institutional proposals and the attention to the beneficiaries wishes, derived from the evaluations of their own experiences, is important for the success of SIP, Vianna and Lovisolo criticized the elaboration of public sports policies in Brazil aimed at people from the lower classes, as they are premised only on the perspectives of the SIP developers and managers and do not consider the participants' opinions in the elaboration, implementation and conduct of projects and programs – local rationalities (Vianna & Lovisolo, 2011, 2018). According to the authors, when they do not realize their concerns, participants tend to abandon the SIP, compromising the socialization process. Thus, surveys that observe the expectations of the actors in the projects can provide elements for the refinement of institutional proposals and for aligning agreements between the parties involved.

This position is in line with the conclusion of Nols et al. (2017) in their investigation of young people from Belgium. They suggest that when designing and evaluating projects, the approach should include

the participants' evaluations, their criticisms and real-life situations. The investigations made by Cortês-Neto et al. (2010), Castro and Souza (2011), Schailée, Theeboom and Van Cauwenberg (2015), Bean et al. (2015), De Martini Ugolotti (2017), Hills, Walker and Barry (2019) and Bhan et al. (2020) also proposed to give voice to the participants (Collison et al., 2017), and thus, they were able to capture the complexity of the processes behind the effects generated by the SIP. Brauner et al. (2017), Bento et al. (2019) and Cortês-Neto (2020) limited the effects of the projects on the psychological and social aspects of the participants.

One aspect that should also be considered resides in Coalter's (2015) arguments, stressing that even if systematic and robust evidences are produced in the studies at the local level showing the relative effectiveness of certain types of Physical and Sports Activities programs in SIP, the possibility of erroneously generalizing the effects from the micro (social) to the macro (social) level must be regarded. It can be understood that despite the program's rhetoric often claims that it addresses social issues, most programs have an inevitably local perspective.

We understand that more than representing an antagonism between the two conceptions, local level studies and researches with a macro-social focus seem to be complementary, as both provide subsidies for the dialogue between the parties involved and for optimization of the preparation, conduction and experimentation of Physical and Sports Activities in PIS.

3.4 Assessment indicators and instruments for data collection

Despite the prevailing thought that Physical and Sports Activities are beneficial to subjects in vulnerable situations and that it can be a mean by which young people increase their chances of improving their social position, there is little understanding of the mechanisms by which sports promote the development of the participants (Buelens, Theeboom, Vertonghen & De Martelaer, 2015; Super et al., 2017), which implies the need for research to evaluate Physical and Sports Activities projects and programs (Corazza & Dyer, 2017; Vianna & Lovisolo, 2018).

Considering the analysis of the potential of the investigated projects, we found that the selected studies focused on social, biological and psychological aspects of the participants. Highlighting the study by Cortês-Neto et al. (2010) who sought to develop indicators for project evaluation, aiming to establish representative aspects of the effects of Physical and Sports Activities in the development of individuals in vulnerable situations. The results of the study suggest as indicators for the assessment the school performance, the developed skills, the participation in activities, the motivation to participate, and the behaviors and attitudes. Another aspect that can be considered in evaluating the impact of Physical and Sports Activities is the adaptation of students to the project as a natural process in the implementation and development of the program, which according to Bean et al. (2015), is shown as fundamental to understand how this adaptation process can influence the sustainability of the projects.

As for the approaches, Pike et al. (2018) investigated a community initiative sports project that focused on expanding the participants' social capital. Bento et al. (2019), in a health promotion approach, used three structured instruments (Physical Activity Questionnaire - Older Children - PAQ-C; Participation Motivation Questionnaire - PMQ and Anthropometric Measures) to investigate the prevalence of physical activity, weight and motivation to practice sports among 3,066 "active" and "moderately

active" children of "normal weight", in a situation of social vulnerability who participated in social projects that focused on sport, highlighting comparatively the results according to age and gender. Using structured instruments to verify the effects of Physical and Sports Activities on the psychological aspects of the participants, the research made by Brauner et al (2017) stands out. They applied the Pictorial Scale of Perceived Competence and Social Acceptance (PSPCSA) to verify the impact of a sport initiation program in the self-perception of motor, cognitive and global competence over time. From the studies referred to in the previous paragraphs, evidence indicates that the effects of Physical and Sports Activities on participants as a mean of evaluating SIP can be verified from different perspectives and with diversified instruments, and it is not possible to identify indicators to an agreement or hierarchy of investigated variables or instruments used for evaluation.

3.5 Main evidences in the selected studies

All selected studies assumed that Physical and Sports Activities are an important tool in the process of social inclusion of vulnerable individuals, which reinforces the arguments found in other articles on the subject (Collison et al., 2017; Corazza & Dyer, 2017; Super et al., 2017; Vianna & Lovisolo, 2018).

Most researchers have found promising effects in researches at the local level (Bean et al., 2015; Brauner et al., 2017; Castro & Souza, 2011; Cortês-Neto et al., 2020; Cortês-Neto et al., 2010; De Martini Ugolotti, 2017; Hills, Walker & Barry, 2019; Pike, Page & Vinas, 2018) and in investigations with broader sample representation (Bento et al., 2019; Bhan et al., 2020; Schailée, Theeboom & Van Cauwenberg, 2015).

In the selected studies - produced in Brazil or other countries -, some critical mention of the value of sports was only identified in the article of De Martini Ugolotti (2017). The ambivalent theoretical position of the benefits and limitations of the sport for popular classes that can be found in studies in Brazil (Kravchychyn & Oliveira, 2015) was questioned by the author when analyzing and discussing the use of public space by young parkour practitioners in a community sports project in Turin. The study provides a critical perspective on the practice of sports in the urban context as a lens to discover the manifestations of social inequality.

We agree with the author's conclusions that competing values in playing sports depend on how it is used and for what purpose. The evidence reinforces the thesis of multiplicity in the dimensions of sports and that there is a multiplicity of approaches and of the use made of it, and casts doubt on the thesis that sport is an evil by itself or that it is the magic formula for solving exclusion problems. The use of Physical and Sports Activities as a tool to be adapted to the social context in which the project is inserted seems to be better adjusted.

As mentioned in this review, the studies under analysis were located in different theoretical approaches to support research and verify the effects of Physical and Sports Activities on participants and the social context, highlighting the focuses on Health Promotion, Gender, Psychological Aspects, Social Capital and Social Opportunities, for which we believe that the results derived from them deserve to be highlighted, which we consider to be relevant contributions of knowledge on the theme developed here.

3.5.1 Health Promotion

From the perspective of Physical and Sports Activities as a mean of Health Promotion, Bento et al. (2019) found subjects with a level of physical activity and body weight within the recommended levels.

Pleasure, physical fitness, technical competence, general membership, specific membership, and status and emotions were considered “very important” reasons for Physical and Sports Activities practice, while the competition was considered only “important”.

When analyzing comparatively the participation of boys and girls in Physical and Sports Activities, the results from the study highlighted the girls as "moderately active", "overweight" and "obese", considering technical competence as an "important" motivational domain for physical activity.

3.5.2 Gender

Votre et al. (2011) identified that the local habitus related to gender can explain the disinvestment of girls in sport, which suggests the need of mechanisms to increase permanence. The issue of gender was addressed in the study of Schailleé et al. (2015) with Belgian girls, in which the authors examined the relationship between group composition and the positive development in sports of girls from disadvantaged social backgrounds. According to the authors, the benefits of the participation of disadvantaged girls in sports depend on the composition of the group. When girls join a group of similar peers, girls born to a single mother or separated from their biological father will benefit more than those from families where the parents live together in the same house.

Based on research in Canada, Bean et al. (2015) argue that in making efforts to provide young women with unique experiences, offer formal services and informal leadership responsibilities, and expose young people to positive aspects of adult livelihoods, the programs based on Physical and Sports Activities can promote positive results in the training of participants, thus meeting the results found in the investigation by Medeiros and Vianna (2021). Thus, both studies emphasize that the benefits to young women depend on teaching strategies and procedures adopted by the SIP.

3.5.3 Psychological aspects

Psychology can provide elements to assess attitudes and behavior in sports. Brauner et al. (2017) argue that the strategies used in the investigated program were effective in strengthening perceptions of competence, especially among the investigated boys. The effects of Physical and Sports Activities seem to be more necessary to raise the subjective well-being scores of children who report situations of greater social disadvantage (Viñas et al, 2019). The resilience of participants in Physical and Sports Activities projects was analyzed in the study of Cortês Neto et al. (2020), in which the resilience of participants and non-participants in a project was compared, relating their resilience to their socio-demographic profiles. The results revealed that participants of Physical and Sports activities had a better level of resilience than non-participants, even in unfavorable situations or with the presence of risk factors, which reinforces the data found by Bhan et al (2020).

3.5.4 Social Capital

The results of the study by Pike et al. (2018) indicated that the expansion of the Social Capital of the participants is the cause and the effect in the project's success when social capital is combined with an organized social movement to increase outdoor play and to increase the practice of physical activities among young people in the neighborhood. By exploring the meanings attributed to the SIP by students, guardians and professionals working in the project Castro and Souza (2011),

It was identified, in the expression of those investigated, that the SIP is a space for learning and socialization through games, in which participants are protected from the risks of violence and social deviations.

Another study that adopted the perspective of expanding the participants' Social Capital was the investigation made by Bhan et al. (2020) with young people in India. Based on the assumption that the participation of young people in pro-social activities, such as sports, can promote the formation of identity, self-efficacy and social support, in a longitudinal study with a macro-social focus, the authors sought to verify the effects of sports participation in adolescents in Bihar. The results revealed that sport can increase the social participation and the benefits for subsistence of adolescents, in addition to delaying marriage and increasing the use of contraceptive among girls.

According to the authors, sport-based youth engagement programs in India can influence self-efficacy and pro-social values through bonding with peers and changing unequal gender norms. Different benefits were identified for boys and girls. Associated with the boys, the participation of adolescents in sports provides greater chances of vocational training, engagement in the social program and a tendency towards political participation. Among girls, sport in adolescence was associated with a lower tendency towards child marriage and use of family planning, and greater involvement in vocational training. The authors suggest that in India, programs to develop opportunities for young people through sports can collaborate to build resilience among participants.

3.5.5 Social opportunities

The perspective of professionalization from the development of skills and competences in sport was investigated by Hills et al. (2019) with young people in the United Kingdom. The results show that the effects centered on business/professionalization were stronger among a group of young beneficiaries than among some variables centered on health and well-being. Although, Hermens et al. (2015) have found that in young people from a project linked to a club in the Netherlands, the participation in sports is positively related to self-esteem, self-regulation skills and social inclusion. These data reinforce the results in the investigations made by Votre et al. (2011) and Vianna and Lovisolo (2018) in Brazil, in which the authors also verified in the speech of boys who practice Physical and Sports Activities in SIP the aspiration of becoming athletes or sports teachers, as a possibility of social mobility.

Although in different social and economic contexts, the common aspect is the discontinuity or disinvestment of resources in projects, and the absence of partnerships and strategies for participants to progress in sports and through sports.

4 Conclusions

The results found in this integrative review research can contribute to the updating and comparison of the evidences found in research investments in developing countries and in countries with greater economic development, which focused on social inclusion of subjects in a situation of social vulnerability through sports.

The data indicate that the sport has been used in sports projects for the social inclusion of children, adolescents and young people in situations of social vulnerability, as it helps in the development of personal and social skills and abilities of the participants. There is a common perception that Physical

and Sports Activities projects and programs provide these subjects with the opportunity to access the benefits arising from the practice.

Qualitative studies (single case, multiple cases, ethnography), quantitative studies and mixed methods (survey, correlational and quasi-experimental) were identified in theoretical matrices based on social sciences, humanities and health sciences, which used interviews, questionnaires, field notes, observation and structured instruments as techniques for data collection. Apparently, this is a reflection of the multidisciplinary nature of this phenomenon. Assessing the effects of Physical and Sports Activities on the development of participants in SIP was the mean used to assess the impact of the projects. A risk in preparing assessments that focus on the benefits of Health Promotion, Gender Relations, the expansion of Social Capital, the improvement of psychological aspects and social opportunities may lie in overvaluing the benefits and minimizing the limitations and restrictions to the practice.

Investigations that verify both positive aspects and unexpected effects can provide evidence to be used by public policy makers, project managers and teachers, for the refinement of institutional proposals and improvement of the participants' social inclusion process.

Based on the investigations described in this integrative review, it is recommended new researches that observe what are the institutional management strategies and what are the didactic procedures adopted in teaching Physical and Sports Activities that further favor the social inclusion of individuals in situations of social vulnerability and further expand the social opportunities of the participants.

References

- Bean, CN, Kendellen, K, Halsall, T, & Forneris, T. (2015). "Putting Program Evaluation into Practice: Enhancing the Girls Just Wanna Have Fun Program". *Evaluation and Program Planning* 49:31–40. doi: 10.1016/j.evalprogplan.2014.11.007
- Bento, GG, Ferreira, EG, Silva, FC, Castro, TLS, Silva, BA, & Silva, R. (2019). Prevalence and factors associated with physical activity in socially vulnerable children". *Revista Brasileira de Medicina do Esporte* 25(4):285–89. doi: 10.1590/1517-869220192504162575.
- Bhan, N, Bhadra, K, Rao, N, Yore, J & Raj, A. (2020). "Sport as a Vehicle of Change for Livelihoods, Social Participation and Marital Health for the Youth: Findings from a Prospective Cohort in Bihar, India". *E Clinical Medicine* 20:100302. doi: 10.1016/j.eclinm.2020.100302.
- Brauner, LM, Valentini, NC, & Souza, MS. (2017). "Programa de Iniciação Esportiva Influencia a Competência Percebida de Crianças?" *Psico-USF* 22(3):527–39. doi: 10.1590/1413-82712017220312.
- Buelens, E, Theeboom, M, Vertonghen, J & De Martelaer, K. (2015). Socially Vulnerable Youth and Volunteering in Sports: Analyzing a Brussels Training Program for Young Soccer Coaches. *Social Inclusion*, v. 3, n. 3, p. 82– 97, 25 jun. 2015. <https://doi.org/10.17645/si.v3i3.188>.

- Castro, SBE, & Souza, DL. (2011). “Significados de um projeto social esportivo: um estudo a partir das perspectivas de profissionais, pais, crianças e adolescentes”. *Movimento (ESEFID/UFRGS)* 17(4):145–63. doi: 10.22456/1982-8918.22268.
- Clarke, F, Jones, A, & Smith, L. (2021). Building Peace through Sports Projects: A Scoping Review. *Sustainability*, v. 13, n. 4, p. 2129, 17 fev. <https://doi.org/10.3390/su13042129>.
- Coalter, F. (2015). Sport-for-Change: Some Thoughts from a Sceptic. *Social Inclusion*, v. 3, n. 3, p. 19–23, 25 jun. <https://doi.org/10.17645/si.v3i3.222>.
- Collins, M&Haudenhuyse, R. (2015). Social Exclusion and Austerity Policies in England: The Role of Sports in a New Area of Social Polarisation and Inequality? *Social Inclusion*, v. 3, n. 3, p. 5–18, 25 jun. 2015. <https://doi.org/10.17645/si.v3i3.54>.
- Collison, H, Darnell, S, Giulianotti, R & Howe, PD. (2017). The Inclusion Conundrum: A Critical Account of Youth and Gender Issues Within and Beyond Sport for Development and Peace Interventions. *Social Inclusion*, v. 5, n. 2, p. 223–231, 29 jun. <https://doi.org/10.17645/si.v5i2.888>.
- Corazza, M & Dyer, J. (2017). A New Model for Inclusive Sports? Na Evaluation of Participants’ Experiences of Mixed Ability Rugby. *Social Inclusion*, v. 5, n. 2, p. 130–140, 29 jun. <https://doi.org/10.17645/si.v5i2.908>.
- Cortês Neto, ED, Dantas, MMC, Maia, RS, Araújo Filho, I, & Maia, EMC. (2020). “The Resilience of Adolescent Participants in Social Projects for Sport”. *Ciência & Saúde Coletiva* 25(3): 901–8. doi: 10.1590/1413-81232020253.18362018.
- Cortês-Neto, ED, Alchieri, JC, Miranda, HF, & Dantas-Cavalcanti, FI. (2010). “Elaboração de indicadores de sucesso em programas de saúde pública com foco sócio-esportivo”. *Revista de Salud Pública* 12(2):208–19. doi: 10.1590/S0124-00642010000200004.
- De Martini Ugolotti, Nicola. (2017). “„We Are Rolling and Vaulting Tonight”: Sport Programmes, Urban Regeneration and the Politics of Parkour in Turin, Italy”. *International Journal of Sport Policy and Politics* 9(1):25–40. doi: 10.1080/19406940.2016.1263234.
- DECLARAÇÃO DO RIO DE JANEIRO. (1992). *Estudos Avançados*, v. 6, n. 15, p. 153–159, ago. <https://doi.org/10.1590/S0103-40141992000200013>. Journal of Physical Education and Sports Management, Vol. 8(2), December 2021

- Haudenhuyse, R, Hayton, J, Parnell, D, Verkooijen, K & Delheye, P. (2020). Boundary Spanning in Sport for Development: Opening Transdisciplinary and Intersectoral Perspectives. *Social Inclusion*, v. 8, n. 3, p. 123–128, 17 ago. <https://doi.org/10.17645/si.v8i3.3531>.
- Hermens, N, Super, S, Verkooijen, K & Koelen, M. (2015). Intersectoral Action to Enhance the Social Inclusion of Socially Vulnerable Youth through Sport: An Exploration of the Elements of Successful Partnerships between Youth Work Organisations and Local Sports Clubs. *Social Inclusion*, v. 3, n. 3, p. 98–107, 25 jun. <https://doi.org/10.17645/si.v3i3.139>.
- Hills, S, Walker, M & Barry, AE. (2019). “Sport as a Vehicle for Health Promotion: A Shared Value Example of Corporate Social Responsibility”. *Sport Management Review* 22(1):126–41. doi: 10.1016/j.smr.2018.10.001.
- Johns, A, Grossman, M & McDonald, K. (2014). “More Than a Game”: The Impact of Sport-Based Youth Mentoring Schemes on Developing Resilience toward Violent Extremism. *Social Inclusion*, v. 2, n. 2, p. 57–70, 20 ago. <https://doi.org/10.17645/si.v2i2.167>.
- Kravchychyn, C & Oliveira, AAB. (2015). Projetos e programas sociais esportivos no Brasil: uma revisão sistemática. *Movimento (ESEFID/UFRGS)*, v. 21, n. 4, p. 1051, 24 ago. <https://doi.org/10.22456/19828918.54017>.
- Moreira, MR, Kastrup, E, Ribeiro, JM, Carvalho, AI & Braga, AP. (2019). O Brasil rumo a 2030? Percepções de especialistas brasileiros(as) em saúde sobre o potencial de o País cumprir os ODS Brazil heading to 2030. *Saúde em Debate*, v. 43, n. SPE7, p. 22–35. <https://doi.org/10.1590/0103-11042019s702>.
- Medeiros, UM, & Vianna, JA. (2021). Motivos para o ingresso, a permanência e a evasão de meninas em Projetos de Inclusão Social por meio do esporte. *Revista Cocar*, 15(32): 1-18. <https://periodicos.uepa.br/index.php/cocar/article/view/3996>
- Nols, Z, Haudenhuyse, R & Theeboom, M. (2017). Urban Sport-for-Development Initiatives and Young People in Socially Vulnerable Situations: Investigating the „Deficit Model“. *Social Inclusion*, v. 5, n. 2, p. 210–222, 29 jun. <https://doi.org/10.17645/si.v5i2.881>.
- Pike, ECJ, Page, A & Vinas, V. (2018). “Playing Out: A Movement for Movement?” *Frontiers in Sociology* 3:32. doi: 10.3389/fsoc.2018.00032.
- Schaillée, H, Theeboom, M & Cauwenberg, JV. (2015). “What Makes a Difference for Disadvantaged Girls? Investigating the Interplay between Group Composition and Positive Youth Development in Sport”. *Social Inclusion* 3(3):51–66. doi: 10.17645/si.v3i3.285.

- Shetty, S. (2005). Declaração e Objetivos de Desenvolvimento do Milênio: oportunidades para os direitos humanos. *Sur. Revista Internacional de Direitos Humanos*, v. 2, n. 2, p. 6–21. <https://doi.org/10.1590/S180664452005000100001>.
- Souza, MT, Silva, MD, Carvalho, R., Souza, MT, Silva, MD, & Carvalho, R. (2010). Revisão integrativa: o que é e como fazer. *Einstein (São Paulo)*, v. 8, n. 1, p. 102–106, mar. <https://doi.org/10.1590/s1679-45082010rw1134>.
- Super, S, Wentink, CQ, Verkooijen, KT, & Koelen, MA. (2017). Exploring the Sports Experiences of Socially Vulnerable Youth. *Social Inclusion*, v. 5, n. 2, p. 198–209, 29 jun. <https://doi.org/10.17645/si.v5i2.864>.
- UNDP. (2017). Movimento é vida atividades físicas e esportivas para todas as pessoas. [S. l.: s. n.]. <http://hdr.undp.org/en/content/national-human-development-report-2017-brazil>.
- Vianna, JA, & Lovisolo, HR. (2011). A inclusão social através do esporte: a percepção dos educadores. *Revista Brasileira de Educação Física e Esporte*, v. 25, n. 2, p. 285–296, jun. <https://doi.org/10.1590/S1807-55092011000200010>.
- Vianna, JA, & Lovisolo, HR. (2009). Projetos de Inclusão Social através do esporte: notas sobre a avaliação. *Movimento (ESEFID/UFRGS)*, v. 15, n. 3, p. 145–162, 16 fev. <https://doi.org/10.22456/1982-8918.5190>.
- Vianna, JA, & Lovisolo, HR. (2018). Sports: The Expectation of Children and Young Practitioners in the Favela. *Journal of Physical Education and Sports Management*, v. 5, n. 1, p. 8.
- Viñas, F, Casas, F, Abreu DP, Alcantara, SC & Montserrat, C. (2019). Social Disadvantage, subjectively well-being and coping strategies in childhood: The case of northeastern Brazil. *Children na Youth Services Review*, v. 97, p. 14-21. <https://doi.org/10.1016/j.childyouth.2017.06.012> Get rights and content
- Votre, SJ et al (2011). Gênero e Atividade Física. Rio de Janeiro: Mauad X: FAPERJ.
- Whittemore, R & Knafl, K. (2005). The integrative review: updated methodology. *Journal of Advanced Nursing*, v. 52, n. 5, p. 546–553, dez. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>.