

Quality Standards: Practical guideline

The following quality standards have been developed in the project “Sport activities for the Prevention of Youth Violence and Crime”.

1. Definition of the Function of Sports

There must be a written pedagogical concept in which the function of sports is clearly defined within the framework of the project. The project is not to be overburdened with sport-pedagogical goals, but rather these goals are to be stated as concretely as possible for the target group for prevention and the type of project. That also means that the methods are to be named with which the goals are to be accomplished. A system for evaluation must be developed to verify the success of the achievement of the goals.

2. Pedagogical Framework

Sport alone will not work to prevent violence. Sport-pedagogical work differs strongly from the simple playing of sports in a sports club. There must be a pedagogical framework that guarantees that the youth reflect their athletic activities. The projects must have clear and simple rules that are valid for the interaction among all participants. Some of the rules can be developed together with the youth, while others must be set (such as safety precautions for climbing).

3. Sensitisation for “Body Work“

Sport works with kids on a non-verbal, physical level. That provides an opportunity to reach target groups for prevention who can no longer be reached on a verbal level. This requires the schooled perception by the staff for changes in the youth and the ability to properly detect and accompany the changes that develop through sport.

4. Usability for Prevention Work

In principle, sport can be utilised for all target groups for prevention. It should be taken into consideration, that different sports can achieve different goals.

5. Athletic Appropriateness

The athletic demands must be appropriate to the constitution and condition of the youth. The kids must not be put under pressure by excessive demands on their performance.



6. Plan of Action

There must be a (temporal) plan of action for activities of tertiary prevention, which coordinate the activities to the individual situation and which observes and accompanies his progress.

7. Transfer to Every Day Life

The most important goal of the work is the transfer of what they learned in the programmes to their every day life. In doing so, the concrete "Lebenswelte" (lifeworlds) of the youth must be taken into account. This can be done, for instance, by integrating the kids into sport clubs after the project has ended, where the club has experience with the target group, or by having them become qualified in sports activities (i.e. as a trainer).

8. Multidisciplinarity

Sport-pedagogical prevention work is interdisciplinary work. It requires qualifications and competencies both the area of sport and in social-pedagogy. These qualifications could be dispersed among the staff members or could be represented as a dual qualification in one person.

9. Reflection of Manliness

"Gender" must be considered as a category in the pedagogical conception. That not only means that -- according to the project -- there must be gender-specific activities offered to the girls, but even more that there are project designed exclusively for boys, in which the needs of the boys are reflected upon and traditional male roles are questioned.

10. The Importance of Rules

Sport only works in prevention work when the rules are closely adhered to and breaches in the rules are dealt with consistently. This also requires that the staff members also believably represent the values that they are demanding from the youth.

11. Authority Relevant to Daily Life

The project staff must be persons of authority, who are accepted by the youth without being experienced as being too restricting. This requires a sense of relevance to the daily life of the youth and an understanding of their world.

12. Participation

The youth must have the opportunity to actively help design the project. This can include the common determination of rules of conduct, the joint planning and organisation of activities, or the taking on of responsibilities (i.e. as referees).



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