

Cooperative Approaches



20. Springtime 2024

A photograph of three hikers on a rocky mountain trail. The hiker in the foreground is a woman in a blue shirt and shorts, running with her arms outstretched. Behind her are two men, one in a blue shirt and one in a green shirt, also hiking. The background features snow-capped mountain peaks under a blue sky with scattered clouds.

Sport for All

**In cooperation
with UCPA**

"The only path offering humanity hope for a better future is one of cooperation and partnership."
Kofi Annan



Cooperative Approaches, a quarterly journal, is published free of charge in digital format by the Association for the Promotion of Cooperative Approaches (APAC). APAC's mission is to promote cooperative approaches in key areas of social life: youth and adult education, social action, organizational management, economy and culture, citizen participation, international solidarity.

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The many facets of sports for all

Par Dominique BENARD

At a moment when the Olympic Games were about to open in Paris, and when the practice of sport was embraced as a major national cause in France and beyond, preparing this issue became imperative. For the concept and writing we entered into partnership with UCPA, France's leading outdoor sports organization attracting 3 million participants annually.

UCPA was created in 1965 at the instigation of Raymond MALESSET, a former member of the French Resistance and a youth and sports director. It was a key element of youth policy driven by Maurice HERZOG, then President de Gaulle's Secretary of State for Youth and Sport. The aim was to bring together public authorities, youth and popular education associations to offer young people enriching experiences in four key sectors: Youth workcamps with Cotravaux, foreign travel with COGEDEP, cooperation and international development with AFVP, and sports and outdoor activities with UCPA.



Today, UCPA is a union of 19 youth and popular education associations, 25 sports federations, and the French government through 4 ministries and Caisse des Dépôts (France's major public financing institution).

This edition explores various pathways by which sport benefits society and specifically enhances cooperative behaviors through a variety of pathways from

institutions and organizing structures to instructional practices and coaching methods. This English edition is considerably abbreviated from the French selecting just one or two articles from each major theme.

In the first article, Guillaume LEGAUT, General Manager of UCPA, invites us to understand sport as an important feature of the human condition, the economy and deeply embedded social fabric. As such more effort is needed to measure its social utility, examine its greater potential and the social forces that call for it to evolve.

We also had to explore the educational functions of sport, as we know today how essential physical activity and training are not only for physical development and health, but also for the development of intellectual capacities and learning.

Valérie Lourdel, UCPA Commitment Director, analyzes the different attitudes of young people towards sport and the points that can be used to encourage them to continue practicing sport

Then, we propose the discovery of sports literacy, a new concept explored by our Canadian cousins which, from the youngest people, makes it possible to specify the educational objectives of physical activity with educational tools adapted to achieve them.

Larry CHILDS, an American youth ice hockey coach, explains how sports can be applied to develop capacities in resilience, Then presents an interesting experience of Mindfulness through outdoor sports.

Mr. Thomas MENGIN - Director of APS Vosges - describes the Prescri'Mouv program set up by the Vosges Physical Activity and Health Association and the Maison Sport Santé.

Matheus Batalha Moreira Nery, Ph.D. in Psychology and Professor at UNINASSAU, explains to us how, on the basis of his own experience, he sees life as a sport.

Finally, Guillaume LEGAUT takes up the pen to conclude the issue and invites us to apprehend a complex thought of sport through the imaginary, the event, adventure, movement, technology and nature, but also economics, lucrativeness and general interest. As an ecosystem of plural experiences, sport needs a diversity of pathways to enable everyone to access the lifelong sporting activity that suits them best.



Enjoy your reading!

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Perspectives on sport for social cohesion

Authored by Guillaume Legault, general manager of UCPA and edited by Larry Childs

Editors note

Sport or sports are often viewed and understood as challenging human endeavors of limited scope framed by terms like performance and competition, spectacle and media, fitness and health, or economy and business. Yet the incredibly diverse array of athletic endeavors should be recognized as even more complex, socially embedded and far more central to culture, politics and economies than is commonly understood. After all sport, almost like food, nourishes everyone in some manner and is understood to reflect and even shape societal values, discourse, aspirations and living conditions. Considering this more expansive view we may be better positioned to understand how and when to situate sport as a positive force for social good, thus nourishing, or as toxic and erosive. By highlighting the dynamic links between contemporary sports structures, physical movement, economic factors and the human imagination, Guillaume Legault explores the complexities involved and their impacts on social vitality and pluralism. In conclusion he posits sports potential for surmounting differences and increasing positive cohesion within and across cultures and nations. The UCPA in France, as an enterprise where outdoor sports and recreation in particular are made accessible to hundreds of thousands across France and beyond every year, is well positioned to offer us a powerful lens on this topic. We are grateful to UCPA Executive Director, Guillaume Legault, for sharing his insights.

The formal systems of competitive sports often focus on fitness, social development and performance among young people and adults alike within settings as diverse as youth sports federations to professional sports franchises. However there are other modalities less formally structured such as with outdoor recreational sports which also contribute significantly to our societies and its social evolution.

The imagination, collective experience and a sense of adventure

In this sense famous athletes such as Cristiano Ronaldo, Serena Williams, Usain Bolt or Nadia Comaneci are no less emblematic of sporting exploits and opportunity than those outside the institutional

mainstream. Outdoor recreation and 'adventure based' sports in particular, organized through outdoor sports centers offered courses, clubs and vacations such as those offered at the UCPA, contribute no less to the health and education of young



Guillaume LEGAUT

people than those organized by the more traditional competitively structured sports organizations. Very often, the value of playing and sometimes living

together for brief or extended periods and in harmony with the natural environment is strongly experienced as at the heart of these outdoor sports settings. The resulting social bonds and opportunities for growth parallel those often experienced through more formal competitively structured sports programs.

Beyond these important and intended social features there also exists broader influences, imaginary and tangible, generated within each of these settings and opening other dimensions of human interaction. Consider how entire societies are often organized, in part anyway, around the popularity and compelling character of a particular sports club, star player or outdoor sport endeavor. It is not uncommon that entire cities and even countries are repositioned on the world map. This is as often the case with professional sports in cities as with rural towns adjacent to wilderness areas for outdoor sport endeavors. They both develop a mystique and sense of identity among not only those directly engaged as athletes but the residents, spectators, and those engaged in service sector businesses. Outcomes are sometimes so powerful as to shape and pump national identities and entire economies by attracting international investment and global tourism as has been the case with Leonel Mesi's Argentina and Nepal's Mt. Everest¹.

The scale and resources required to stage a major sporting competition when embraced can be transformational. This opportunity to spark change and excitement combined with ambitious deadlines helps explain their appeal to cities and towns. The appeal seems universal though especially the case for those transitioning from an industrial to more of a service economy, or those overly reliant on a single sector. Sporting events create sensations and inspire dreams. They fuel an imagination of reproduction² and can reconfigure reality. This is as true of major sporting events of grand spectacle, as of those experienced on a more personal scale which are "instagrammable"

1. Leonel Mesi's Argentina and Nepal's Mt. Everest

2. RICOEUR Paul, *L'imagination*, Cours à l'Université de Chicago (1975), ed. Seuil, Paris, 2024.



and also fuel significant exchange on social networks. At times the sense of achievement, joy and connection is prophetic and defining of a mutually desirable future, at others such spectacle are cynically designed distraction from tyranny as was the case with Hitler's hosting the 1936 Olympics.

On the more individual or personal level sports are increasingly experienced or witnessed as opportunity for 'adventure', in that they cultivate new challenges, sensations and dreams. They awaken the imagination and the creative power to articulate new discourse, social connections and action. For the UCPA sport experiences offered are characterized by this definition of adventure³ and a distinctive approach to creating the society⁴ one desires. It can be summed up by three key attributes:

A nomadic sociability: The UCPA offers extraordinary experiences which reinvigorate the ordinary and open new possibilities. One example is how the richness of relationships generated during a UCPA experience are not measured in the durability of bonds formed over time - days, months, years - but rather along

3. The heart of the UCPA experience is to reveal your true nature through sport (Sport your nature): "Get out of your home, your comfort zone, your habits. Choose the activity that thrills you. Share the same space and the same sensations. Enjoy good times with your instructor and make progress. Feel like you're part of an adventure with others. Taste the joy of real moments and come back feeling more confident".

4. UCPA & ICP GREUS, "Evaluating social utility. Guide méthodologique", 2018.

the pathways by which relationships form. These can be in the moment, occasional, ephemeral as well as enduring. In any case, by feeling more free and less constrained by social convention, participants can assume agency to alter their inner identities and outward representation - to reconstruct aspects of themselves, their perceptions of others, and the places they occupy in this shared world of ours.

A pedagogy of the common: Through the learning of a sport, practiced collectively, UCPA provides a singular experience of the “common”. Commonality at UCPA does not translate just to common standards or techniques, followed and practiced by all in the same way, but rather to the sharing of common movement and space. This shared space may occur in nature, at the gym and even in a room or post-experience sports bar... it occurs in any space where an individual's adventure becomes a collective experience.

A collective framework: This is a condition whereby everyone is inspired and empowered to know and become more of themselves. At the UCPA, social relations are decompartmentalized by placing everyone on an equal footing. This is achieved by providing novel experiences in sport and nature, practicing direct, informal communication, and by transforming the habitual independence toward interdependence reinforced by strong mutual support. The wider society, with its classes and segmented subgroups, is the setting which participants often must leave behind so as to then join in the UCPA experience. The shared sense of belonging created by the UCPA is not marked by one's prior social status, expertise or achievement, but rather by the solidarity that circulates and is felt among those who take part.

Ultimately the UCPA adventures, most often taking place outdoors and in nature, possess a positive social utility: A sense of nomadism which fosters sustainability, a singularity that creates commonality, and decompartmentalizing that creates belonging.

Movement and applied technology in nature

The quest for ever elevated sporting performance has led to the evolving application of technology in sport. Whether in running, swimming, the high jump or other disciplines, athletes are constantly pushed to greater limits thanks to these technological innovations. Lightweight running shoes with enhanced shock absorption, hydrodynamic swimsuits and cutting-edge equipment have enabled athletes to achieve outstanding performances. From fitness trackers to personalized training applications, technology also

offers athletes invaluable tools to increase fitness as means to attain their full potential. Biometric data analysis, heart rate monitoring and nutrition management are all integral parts of performance-oriented sports training. All these innovations, developed in collaboration with engineers and scientists, have changed the game. Some outdoor nature-based sports, for instance surfing and mountaineering, are particularly conducive to technology enhancements which increase access, enjoyment and performance for an ever broader array of people.

This increasing access is significant for the education and development of an engaged and empowered citizenry since the mountains, the sea and the great outdoors more broadly are wonderful schools for life, awakening the senses of observation, feeling, belonging, and the ability to surpass one's self-perceived limits and readiness to help others. Chaotic and uncertain, the vital and sometimes fragile natural environment demands constant adaptation. For example, wave sports (surfing, windsurfing, kitesurfing...) involve falling, forced immersion, the tumult of white water, colliding with another rider, and the fear of being sucked out to sea... By observing the swell, the wind, the terrain and the last breaking wave, one can predict the amplitude, orientation and timing of the next wave, and thus the surfer's possible evolution.

In equestrian sports, the relationship with the horse requires the same kind of ability to adjust and in this case with the horse so as to drive the movement. In nature sports, the athlete must graft their movement onto the larger landscape of nature, and this unison with the environment gives rise to a “pedagogy of nature” and, at the same time, a practical intelligence. The experience of nature opens the door to other forms of intelligence. It provides keys to understanding that which is not Cartesian science. Experience of nature teaches us that the direct path is not always the safest route. Nature has cycles, detours and drifts, outside of which we expose ourselves to danger. When we learn to walk, ride a bike, swim or ski, we have to test, fall and test again, before getting closer and finally crossing the line and finding the right balance.

This circular progression through successive iterations is different from a rational approach in which each step follows along logically from the next. Nature teaches us that, in order to progress, we must sometimes test, fail, fall and test again, before succeeding. The experience of nature through sport is first and foremost the experience that the will to master does not always lead to forward movement. Nature has



its own reactions with which we need to attune ourselves. You learn to resonate with it, to follow the rhythm of the slope, the wave, the wind or the horse. The commitment required for this exercise creates a positive sensation of vertigo. It's not a question of exposure to risk, but rather of understanding what's possible when in harmony with nature. In return, nature gives us speed, power and vibration with life.

As one evolves in sport, the accompanied mindset, sense of self-efficacy and habits developed are transferable back to daily life. This transference is facilitated by the holistic body-mind or embodied learning that occurs through collective sport experiences in nature.

Another distinction in nature-based outdoor sport is recognizing how attaining maximum performance is not necessarily the most appropriate goal. The aim of outdoor sports in nature is often not to conquer a space or beat time records, but to grasp nature's movements as accurately as possible, and to harmonize our own movements in a quest for harmony. Nature has limits and rhythms that must be respected, beyond which the equilibrium of living beings is exhausted. The experience of nature teaches us to familiarize ourselves with these limits, rhythms and balances. Such lessons are also practical metaphors for similar limits we may confront in our day-to-day social, familial and work related settings.

Finally, the experience of nature through sport is the experience of a familiar world. The environment is not

just the natural environment. It can also include the urban environment, which has its own biodiversity, for example, and its own preservation concerns. With the democratization of nature sports, the frequenting of natural sites and the use of sports facilities have led to competition between different modes of sporting practice: conflicts over access to the coast, sharing of water lines, controversies over the equipment left on climbing routes, sharing of rural paths, access to rivers... The issue is not only one of land management, it is also cultural: about living pluralism, preserving natural heritage, respecting the ethics of diverse practices, and taking rational economic factors into account. In some cases, mediation by an area manager may be necessary to organize dialogue and regulation between the various forms of use. Within nature sports, the territory itself becomes a space for shared projects and the fruit of rich interaction between the various stakeholders.

Economies, profitability and the general interest

The authors of "The Global Sport Economy"⁵ explain that there are numerous models for estimating the economic weight of sport. According to a study by the consulting firm KEARNEY, the global sports economy today represents between 350 and 450 billion euros

5. DESBORDES Michel, AYMAR Pascal et HAUTOIS Christopher, « The Global Sport Economy », Routledge, 2019 6 Global Wellness Institut, « Move to be Well : The Global Economy of Physical Activity », 2009

(480 to 620 billion dollars). This includes the activity of sports teams, leagues and federations, infrastructure construction, sporting goods, licensed products and live sporting events. Overall, the sports industry is growing faster than national gross domestic product (GDP) worldwide.

For its part, the Global Wellness Institute⁶ estimates that recreational physical activities generated \$828 billion in private-sector economic activity in 2018. Within this market, just under half (44%) represented direct consumer spending on participation in physical activities and sports. Just over half (56%) was spent on sporting goods, equipment and related supplies. Sport has become an economic sector in its own right. But the pursuit of private profit, while an important element, should be a comparatively weak motivation relative to the potential social impact of sport on public health worldwide which is estimated to cost \$54 billion a year in direct health care expenses and \$14 billion in lost productivity⁷. In the UK, the Government has estimated that the cost of physical inactivity is at least £2 billion a year⁸.

The return on investment in sport is beneficial to society as a whole. According to studies carried out in the United States, Australia and Finland, the return on investment in sport is estimated at €3 to €4 for every €1 invested in developing the practice of sport, and up to €41 for every €1 invested in sports programs for populations with the fewest opportunities⁹. A recent UNESCO study¹⁰ underlines that every dollar invested in sport generates between \$3 and \$124 in social and economic benefits. The cost-benefit ratio is particularly favorable in developing countries. For instance sport accounts for just 0.5% of GDP in Africa compared with 2% worldwide.

6. Global Wellness Institute, "Move to be Well : The Global Economy of Physical Activity", 2009

7. World Health Organization, "A more active population for a healthier world, Global action plan to promote physical activity 2018-2030", 2019.

8. UK Government Cabinet Office, "Game Plan : a strategy for delivering Government's sport and physical activities objectives", décembre 2002.

9. COLIN HIGGS CONSULTING (2008), A sport plan for New Brunswick. Dept. of Wellness, Culture and Sport, Sport New Brunswick - MULLER P., WADSLEY A., ADAMS D., ARTHUR D. et FELMINGHAM B. (2010). The Value of Sport and Physical Recreation to Tasmania. Australian Innovation Research Centre, University of Tasmania, Australia. - HUHTALA A. (2004). What price recreation in Finland ? - A contingent valuation study of non-market benefits of public outdoor recreation areas. Journal of Leisure Research, Vol. 36, Issue 1, p. 23-44.

10. UNESCO, "Impact investment in sport: innovating sport for development funding", 2023.

These social and economic results argue in favor of a commitment on the part of public authorities, social investors and philanthropists. Alongside economic players seeking private profit, public players who have fewer and fewer resources at their disposal to serve the general interest, and philanthropic players (volunteers, non profit organizations, charities, etc.), the social economy through nonprofit organizations and social impact investors, have all as yet invested relatively little in the field of sport.

At the UCPA, the creation of value is entirely at the service of its social mission. Prices are lower than market rates for equivalent services. The association strives to establish fair remuneration with its suppliers and the banks and social investors who provide financing receive limited interest. The ratio of remuneration for employees is limited from 1:5 between the highest salary and the lowest. Surpluses are entirely reinvested in the association's development. Equity capital cannot be shared out, rather only be used to serve the association's needs. This not-for-profit approach is radical in the sports world.

UCPA's ambition is to develop access for as many people as possible, especially young people, to educational and sporting leisure and tourism activities. UCPA creates economic and social value through the active management of these educational and sporting activities. Instead of specialization, its economic performance is based on 'mutualization' encouraging mixed audiences engaged in diverse activities and skills. It is geared to ensuring an activity's accessibility and long-term viability of practice. Its social performance is developed through business expertise and personalized customer relations. It aims to maximize the educational (autonomy, sociability, well-being, ecology) and social (health, social cohesion, sustainable development, employability) impact of activities. While remaining clear-sighted and humble about the progress it can continue to make, UCPA now generates over 300 million euros in annual revenues for 3.5 million beneficiaries of educational and sports training geared towards personal emancipation, health, well-being, balance with nature and social cohesion.

Conclusion

Sport is more than distraction, entertainment or a mere social phenomenon. It's about exercising freedom and responsibility by bringing structure to body and mind. Sporting activity engages us in our relationship with the world, and opens a unique range of personal and social possibilities. Articulating the full



societal potential of sport is a complex task. When we are careful not to reduce it to an act of consumption, just spectacle or technical performance, the sporting experience helps to make each individual a more free and responsible actor in their own destiny, and a contributor to the common good. Sport is an ecosystem of multiple experiences. It thrives on its ability to foster dialogue between these experiences, to cultivate unity in diversity, to learn from them in order to transform itself and, in so doing, to inspire a new conception of the common good.

The development of sporting activities can seem limited if viewed only through the prism of a conventional institutional vision of sport¹¹. Indeed, if the formal system of sport contributes only to advancing the visibility of sports in society, it is clear that it still remains far from achieving the ideal of a healthy ‘sporting civilization’ on its own. It is therefore necessary to rethink and link together the different forms of sport, to organize them in various ways, and thereby cause better cooperation across genres towards that ideal.

In the process it would be pointless to focus attention

¹¹. The European Commission’s White Paper on Sport (2007) stresses that “Through the role it plays in both formal and non-formal education, sport strengthens human capital”.

on contrasting the quest for high performance, which can lead to selectivity risking exclusion, with equal opportunities, which seeks to integrate all yet at the risk of limiting the promotion of individual talent and testing limits. Rather, sport needs a diversity of pathways so as to enable everyone, whatever their social condition or age, to take part, contribute and grow. Lifelong sport aims to meet the challenges of a rapidly changing world with need for diminished conflict, better human health and greater social cohesion.

Editors endnote

Arguably, a more expansive vision for sport as ‘common good’ and engine for increased social cohesion is already underway in many settings such as the UCPA centers across France. There is also some evidence that seemingly divergent sports sectors, such as competitive professional athletics and outdoor adventure-based recreation, currently intersect in some complementary fashion, the potential is far greater.

Looking forward, a key question is what might be required to harness and direct our ‘wide world of sports’ so as to better address some of the major health deficits and divisions which tear at our social fabric within and beyond nations. More forums, beyond the pages of this Cooperative Approaches edition, are urgently needed to explore this under-researched dynamic, which I think presents a timely and unique opportunity.

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Young People's sporting experiences and expectations

By Valérie LOURDEL, UCPA Commitment Director

Physical activity and sport, often simply referred to as 'sport' by practitioners, is far from any expert debate an integral part of the lives of the vast majority of young people.

For each and every one of us, sport is often - albeit under certain conditions - a source of well-being and self-confidence, a means of expressing our uniqueness, a space for experimentation, useful learning for life, and a way of relating to ourselves, our bodies and others. It's also, when in a group setting, whether organized or more spontaneous, a way of doing things together - a shared experience.

Sport in the life course of young people

Observing and listening to young people talk about their sporting activities, whether at school, in a club, on their own, at the gym, down the street or in the great outdoors, we realize the extent to which they



invest in this field and the significance of what is at stake. Multiple discoveries, sensations, progress, jubilation, cooperation, encouragement, but also stress, embarrassment, disappointment and even failure.



rise for several years now? How can we decipher the groups of sports enthusiasts in public parks or at the foot of apartment blocks who meet and motivate each other around one or more local coach? Why are outdoor sports, and surfing in particular, so attractive to young women? Why is it that one coach attracts so many and another so few? Every year, UCPA educational teams accompany thousands of young people from all walks of life, with diverse motivational factors, on holiday or close to home,

Encouraging, inspiring and anchoring sport as firmly and durably as possible in the lives of as many young people as possible means taking their points of view and realities into account, so as to create the right conditions for them to practice, and to support and develop their positive sporting experiences.

Like other social groups, young people are diverse and marked by numerous heterogeneities linked to level, place and living conditions, as well as gender. Sporting practices, expectations, obstacles and motivations all need to be taken into account to identify trends, but also in all their expressions of diversity. In order not to miss out on a significant evolution at work, it is also useful to take an interest in de-institutionalized and self-organized practices, and to get rid of one's own interpretation of what is "good sport", all that really counts is educating and training young people.

This is precisely what UCPA has been doing for the past ten years with the UCPA-Crédoc barometer of sporting practices targeting 16-25 year-olds, based on quantitative surveys and thematic qualitative focus groups. The study covers all physical and sporting activities conducted during free time (excluding compulsory activities for secondary school students), and is based on a sample of 1,500 young people representative of the 16-25 age group in France.

Understanding the reasons why certain approaches and experiments work and others don't, gives us a better chance of activating the right levers and avoiding those that marginalize some young people. What explains, for example, the success of cross-training or RPM in many fitness centres? Why has bouldering been on the

in the practice of a wide variety of outdoor and indoor sports. The field experiences of these teams and the lessons they learn contribute to the development of teaching methods, sports programs and facility design.

By combining these two approaches - study and field experience - it is possible to get a clear idea of what makes it possible for the greatest number of young people to practice sports today. To complete this compass, it is also useful to take a detour and look closely at the 16-25 year-olds who rarely, if ever, take part in sport.

6 points of reference for encouraging young people to take part in sport

Resolutely plural practices

The majority of young people are 'multi-sporters', taking part in several sporting activities (on average, they participate in more than 3 sports on a regular basis). They also practice in a wide variety of locations: the club, the hall, the gym, the park, the city, the street, nature... and the home which remains the primary place of practice for the majority of 16-25 year-olds. They alternate between free practice, alone or with their peers, tutored by digital content or not, and supervised practice or not. Adults often say they "zap", whereas for young people it's more a question of discovering, composing and freely inventing their own sporting path, in order to make it more motivating and intense. The UCPA sports holidays most popular with young people are multi-sport holidays. Sports multiplexes, like the UCPA Sport Stations, destinations where a wide variety of sports enthusiasts and young

people meet in a relaxed atmosphere, offering a wide range of sporting experiences (padel sports, badminton, climbing, cross-training, RPM, yoga, indoor golf, etc.), as well as terraces, relaxation areas where moments of conviviality, sometimes festive, meet this expectation of freedom, intensity and pluralism.

Constant attention to beginners

Who doesn't have a story to tell about a failed first sporting experience? These negative experiences leave their mark, even when the practice is already fragile and not well established for a variety of reasons. The majority of UCPA sports holidays are attended by young people who, while they like to be active and discover new activities, only occasionally practice sport in their everyday lives. They are also often beginners in their chosen activity. The educational teams choose the right spots, pace and intensity, so that each and every one of them can quickly experience positive sensations and be in a position to succeed. If fears of the slope, the depths or the void arise, the instructor takes the time to reassure and propose more progressive and individualized courses to those concerned.

Another example comes from fitness centres, where it's never easy to push open the door for the first time, to understand how things work and what's behind the names of the various classes. Here, too, discussions on aspirations and motivations, guided tours of the facilities and post-practice debriefs are carried out by attentive coaches who know how to guide and re-orient if necessary, and, for example, how to put together the right mix of classes for beginners, more regular practice and progressions.

The strength of bonds and teamwork

The period of building a young adult's identity and independence is best experienced in close proximity to friends. It's in the presence of others, in relationships and in this new form of attachment, that the ability to be oneself gradually develops. Unfortunately, the feeling of loneliness, which can evolve into isolation and distress, affects many young people today. In most studies on the subject, it appears that individuals assess this feeling of loneliness mainly by reference to their own ability to enter into relationships



and maintain ties. Sporting activity is potentially an excellent means of reinforcing these abilities in individuals. And the link with others, the collective, is one of the main motivations for young people to take up sport.

While some groups of friends already come together on UCPA trips, most young people come solo. In practice at UCPA, we always form small groups of 10/12 where bonds are forged, more or less thick and long-lasting. Whether skiing, surfing, climbing, hiking, windsurfing... the idea is not to practice solo without concern for others. The UCPA instructor activates the lever of collective motivation and creates positive, benevolent interactions and good feelings within the group. He/she creates situations of mutual assistance in practice, invites participants to exchange, share experiences and advice, and encourages them to draw inspiration from each other. In 2023, after a stay, 64% of young people said they were motivated to continue practicing their sport regularly.

Climbing gyms at UCPA, in which this spirit of sharing and bonding can be found, are also highly appreciated by climbers. When questioned on the subject, they don't feel at all that they're practicing an individual sport, and what they like at the gym is the atmosphere, and the atmosphere is above all shaped with other people.

Event-driven and surprising

Breaks the routine and planning for the unexpected is important and, to support this we offer a time of contemplation. These are moments to connect with the elements, recall a moment that stands out, view a panorama that will never be forgotten, as well



In sports, words and attitudes that make people feel uncomfortable, devalue or hurt - especially when repeated - leave their mark, damaging people, degrading the atmosphere and driving them away from the sport. Providing a caring environment, taking into account and listening to the choices expressed by each and every person, creating the conditions for respectful and supportive relationships, ensuring that each individual finds his or her place in the group, and combating all forms of disrespect and discrimination are the key skills implemented by our teams for bringing the

UCPA educational and sports initiative to life.

as introduce games, challenges and also festive moments... In short, we play for the ephemeral card and the unique moment, however simple, that catches, surprises, awakens the senses, makes you feel alive, makes you an active participant and is shared because it's stronger. This is what young people want (and what many adults want too!), and it explains the success of festivals, ephemeral experiential venues, parties in unexpected places, rooftops with sunsets and DJ parties where everyone's a VIP. Take even beginner surfers for a sunset session, organize a tournament and liven up the squash or padel courts of a facility, offer a pool party in a swimming pool, take crosstrainers on board for the first time in a yoga class, meet a little before the fitness session for a warm-up blah blah run... There are many ways to get off the beaten track, to avoid fatigue of boredom, to make people want to return and to reinforce the positive emotions and sense of well-being generated by the practice.

Diversity, respect and inclusion

Younger generations are much more aware than their predecessors of harassment, discrimination, sexism, SGBV and (non-)educational violence. These issues are now much more widely discussed in schools, within families, on the Internet and in TV series and films. While there are still many advances to be made, awareness-raising and prevention measures are progressing. Young people, in particular, are sensitive to the experience of respecting differences in order to confidently build their own path to emancipation.

UCPA educational and sports initiative to life.

The "UCPA Respect" initiative launched in 2019 has strengthened these capabilities in order to accelerate the necessary evolution of attitudes and behaviors throughout society. Driven by education, the approach takes the form of prevention tools, awareness-raising initiatives and operational training courses, worked on with recognized experts and enriched each year. Through its educational and sporting activities, the association offers an inclusive framework for relationships, enabling people to come together around diversity and for creating common ground.

Emulation and cooperation rather than competition

Since the first edition in 2018 of the barometer of sporting practices among 16-25 year-olds, practice declared as "competitive" has declined to concern only 29% of 16-25 year-olds in 2023-2024 and mainly young men with a high intensity of practice, rather in clubs. A closer look at the question of gender, with a quantitative and qualitative approach, revealed that the majority of 16-25 year-olds, and even more so young women, express a real personal demand and a desire to progress in their sport, but without confrontation or power struggles, particularly in terms of physical performance. The success of board sports, particularly among young women (they account for over half of UCPA surfing holidays), and notably surfing and bouldering (which, for those involved, are

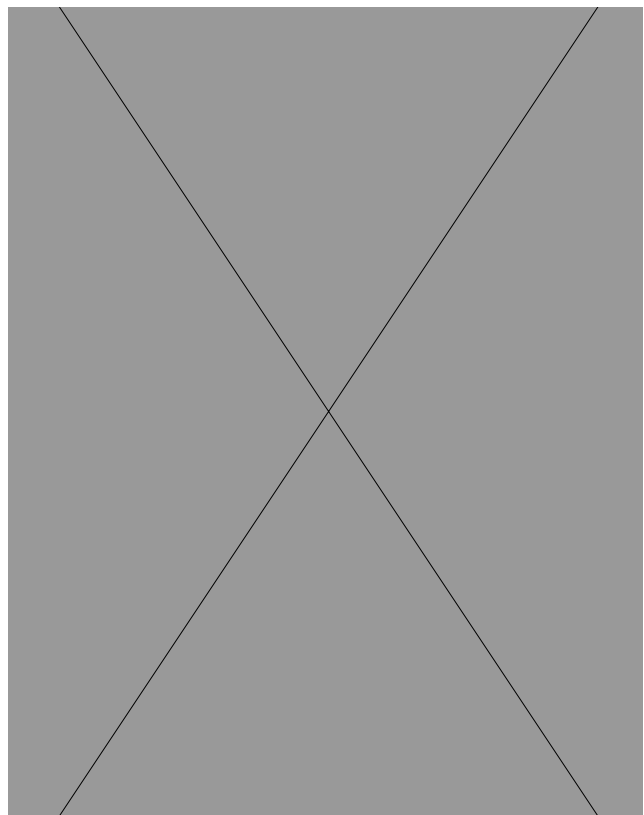
close to board sports in that the balance, fluidity and economy of force in the dynamics of the layout are reminiscent of gliding), but also pilates and yoga, are undoubtedly linked to this expectation.

In surfing, being strong is of little use and can even be counter-productive; it's the search for balance, body and board carried by the energy of the wave that counts above all. In yoga or pilates, the gesture is carried by the breath, it's the ease of firmness that's sought, and there's no question of judging or gauging the respective abilities of people in the same session. Of course, the group can exist, and there's nothing to prevent emulation, cooperative situations in workshops, and challenges too, but without the pressure of results.

In cross training classes, which are very popular with young people, the coaches mostly encourage this same state of mind, looking first and foremost for each person to surpass their own limits, with individualized objectives, under the non-judgmental encouragement of the group. There will always be candidates for activities based on physical performance and strength, for competitions, rankings and confrontational demonstrations. But this ultimately concerns a minority of young people, and even more so of young women. For the latter, it's essential to take a fresh look at the types of activities on offer, the conditions in which they are practised and the educational methods used.

A recent edition of the UCPA-Crédoc barometer was devoted entirely to the 28% of 16-25 year-olds who take part in sport occasionally (3 times a month or less) or never at all. Among this population, 72% are occasional sportsmen and women and 27% are not, mainly women (66%) and fewer men (34%). The 22-25 age group, job-seekers, rural dwellers and urban dwellers outside large cities (over 200,000 inhabitants) are over-represented. Seven out of 10 would ideally like to do more sport, so the desire is there, if anyone doubted. On the whole, occasional sportsmen and women and those who would like to do more sport have a positive view of sport and its impact on well-being, personal growth, time for oneself, escape, teamwork and mutual support are often cited.

The occasional sportsmen and women are particularly keen to take part during their vacations, and prefer to do so in two places: at home and in the countryside (forest, sea, mountains, countryside). If they wanted to practice more regularly or take up their sport again, they would be more likely to opt for fitness (the preferred activity universe of 16-25 year-olds), independent activities with few constraints, such as



jogging, swimming or walking, but also team sports. Nearly one in two was a member of a sports club or association in the past, and 43% have even taken part in competitive sports. Health problems or injury are the main reasons for stopping.

Lack of time and professional or family constraints are the two main reasons for not taking up sport (even more so for young women). One young person in three cite financial reasons, and only 23% dislike sport in general. When it comes to returning to or intensifying their sporting activities, 75% of the young people questioned cite the opportunity to play sport with friends as the primary reason, and the opportunity to have fun and play as the second. Young people like to spend their free time "first and foremost" with those close to them (friends, family), and from this point of view, people who don't play sport or who don't practice are in difficulty: 40% live in a family where none of the members play sport, 67% are surrounded by friends who don't play sport or who don't practice it, and 26% say they often feel alone.

Making sport more financially accessible, bringing it to the places where young people already live and work, offering extended and flexible opening hours, working on the fun dimension of activities, making it easy to join a group that welcomes everyone - these are all points for attention highlighted by these results.

It's worth noting that more than two-thirds (69%) already regularly watch matches, media coverage of sporting events or videos of dream activities, so we can legitimately wonder about the link between passive consumption of content and actual practice.

A typological analysis enabled us to bring together respondents with common characteristics and to draw up typical portraits, which were then enriched by qualitative interviews (as a reminder, among young people who practice occasionally or not at all, 66% are women and 34% men). If we accept that the group of convinced non-sports enthusiasts (12% of young people questioned) who claim to have no interest in sport, but are interested in other activities, are very difficult to find. Among them four other groups emerge:

- **Some young people stay away from sport because of major socio-economic difficulties.** 5% of 16-25 occasional or non-participants (80% men and 20% women in this group) 96% (versus 31% on average) say that sport is too expensive, and 80% restrict their daily spending. But 88% would ideally like to do more sport (vs. 68% on average), which is proof if any were needed that it is essential to continue to act decisively to give young people in very vulnerable situations access to sport.
- **Other young people feel excluded from sport.** 22% of 16-25 year-olds (71% women, 29% men in this group) 88% (vs. 39% on average) think that physical activities devalue the less successful, 71% that they are boring (vs. 28%) and 67% (vs. 25%) that they lead to a feeling of failure. In this group, people who are uncomfortable with their bodies, who consider their health to be unsatisfactory or who suffer from a disability are over-represented. However, 94% of them (compared with 86% on average) are convinced that sport helps them to be healthy and to live better every day. In interviews, the embarrassment of showing one's body and the way others look at it are cited as real obstacles. There was also the trauma of PE lessons in secondary school, linked to rejection and mockery by boys portrayed as more competitive than athletic. To bring these people back into the sport, it's essential to restore their confidence with gentle, physically accessible, fun and non-competitive activities that are inclusive and avoid any form of judgment on the body and physical appearance.



- Young people who are highly motivated but short of time. 29% of 16-25 year-olds are occasional or non-exercisers (60% women, 40% men in this group) are composed more of young people with a sporting past in clubs or associations. This class is made up mainly of people who still practice sport at a rate of 2 to 3 times a month. The desire to do more sport is high (84% vs. 68% on average). The people around them are sportsmen and women, and their perceptions of sport are very positive. This group is hindered (91%) by a lack of time, constraints linked to a heavy workload or family obligations. In interviews, the main obstacles mentioned were transport times, staggered working hours, the workload associated with studying or holding two part-time jobs. As soon as possible, for the people interviewed, who are having a hard time of it, the return to activity will take place. They dream of having access to sport at their place of work or study, compatible with their schedule.
- **Young people are attracted by the health benefits.** 32% of 16-25 year-olds are occasional or non-exercisers (79% women, 21% men). The largest class is made up of very occasional exercisers who would like to do more for reasons of health, well-being and sociability. 98% (vs. 86% on average) believe that sport helps to improve health and everyday life. The members of this group have no previous sporting experience in clubs, as competitors or in an institutional setting, but more often practice independently. The young women interviewed all spoke of bad memories from PE lessons in school, often feeling devalued and judged on their level, especially in team ball sports, which were often part of the curriculum.
What can make them take the plunge is above all a pairing or a group effect, as it's almost impossible to find motivation on your own. The setting is also important: nature or vacation time are appreciated for the opportunities for discovery they offer.

Physical Literacy

By Dominique B nard



Literacy is essential to any individual's education, enabling one to participate in society through the use and understanding of written information. In recent years though, the notion of literacy has been extended across many fields including to that of physical education and sports. In Canada we speak of physical literacy.

A "physically literate" individual would therefore be one who is more inclined to make a lasting commitment to physical activity and sport. Physical literacy is positively correlated with the amount of physical activity, and conversely with avoidance of excessive daily sedentary behavior. According to the International Association of Physical Literacy, physical literacy can be defined as "the motivation, confidence, physical competence, knowledge and understanding that allow one to value and take responsibility for engaging in lifelong physical activity."

Four interdependent dimensions

Physical literacy is characterized by 4 interdependent and inseparable dimensions:

1. **The physical dimension** corresponds to motor skills and abilities, body control and fitness acquired through and for movement.
2. **The psychological dimension** is made up of the attitudes and emotions associated with movement, and their impact on confidence and motivation to move.
3. **The social dimension** refers to communication skills, facilitating interaction with others: teachers, coaches, opponents, teammates, friends, etc.
4. **The cognitive dimension** focuses on understanding and developing the knowledge required for physical activity and awareness of the benefits of an active lifestyle.

Philosophical roots

This holistic concept is rooted in 3 philosophical currents that provide a new perspective on the problem of physical inactivity:

- **Monism**, which considers the body and mind to be indivisible.
- **Existentialism**, which defines the individual in terms of their interactions with the world.

Phenomenology, which considers that each person constructs the world around them through a singular lens or perception.

In this way, literacy is not simply a re-labeling of old concepts (physical skills, competencies), but enables us to rethink and go beyond them in order to formalize the determinants that enable us to envisage a sufficiently active life trajectory for everyone.

Mastering physical literacy

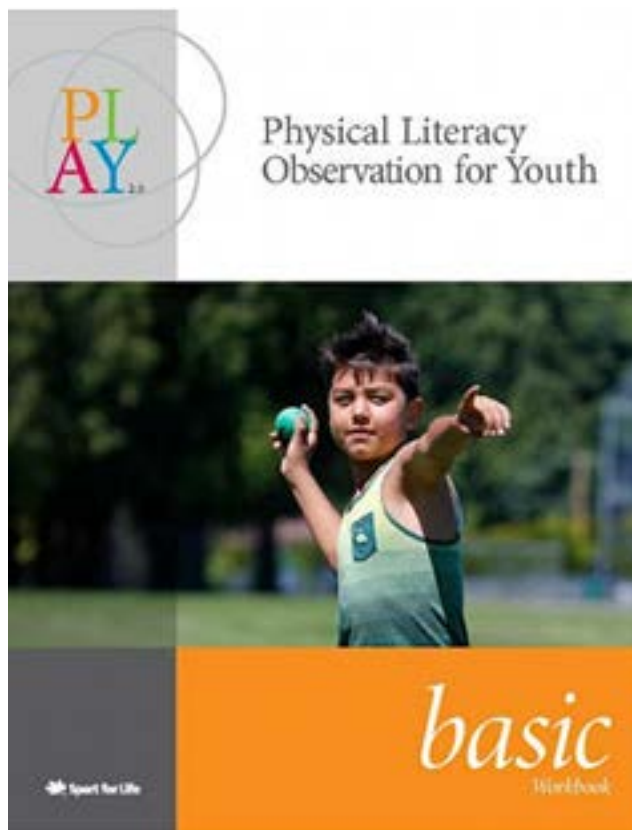
What does a physically literate person look like?

Individuals who have mastered physical literacy present themselves as self-confident, their self-assurance in line with their motor skills. They know how to coordinate and control their movements, and are highly responsive to the demands of a rapidly changing environment. They maintain good relationships with others, demonstrating sensitivity in their verbal and non-verbal communication and demonstrate empathy in their dealings. They enjoy discovering new activities and are open to advice and suggestions, firmly believing that their efforts will be rewarded.

These people appreciate the intrinsic value of physical education, and its contribution to health and well-being. They are able to look to the future and anticipate that they will continue to engage in physical activity throughout their lives” .

We can therefore say that “physically literate” individuals have acquired the following skills:

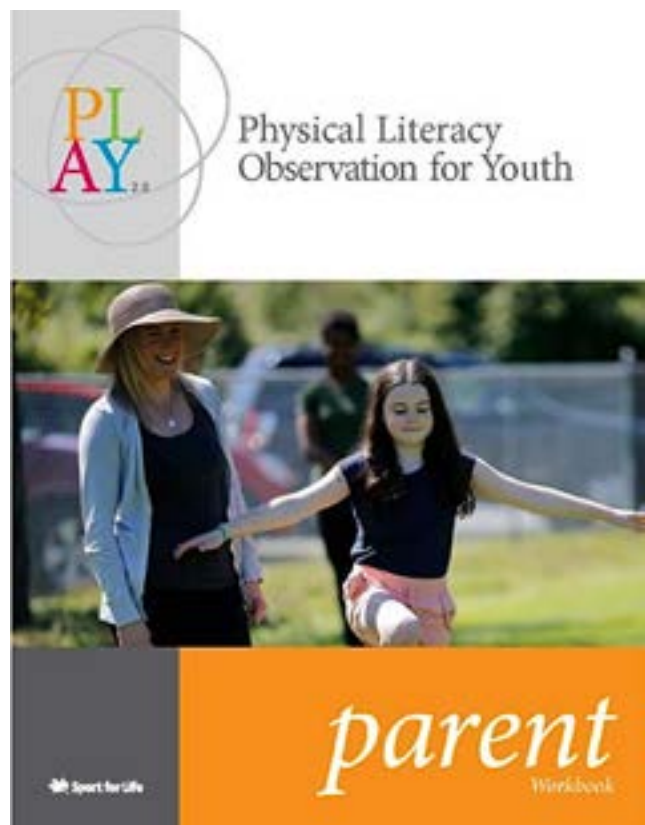
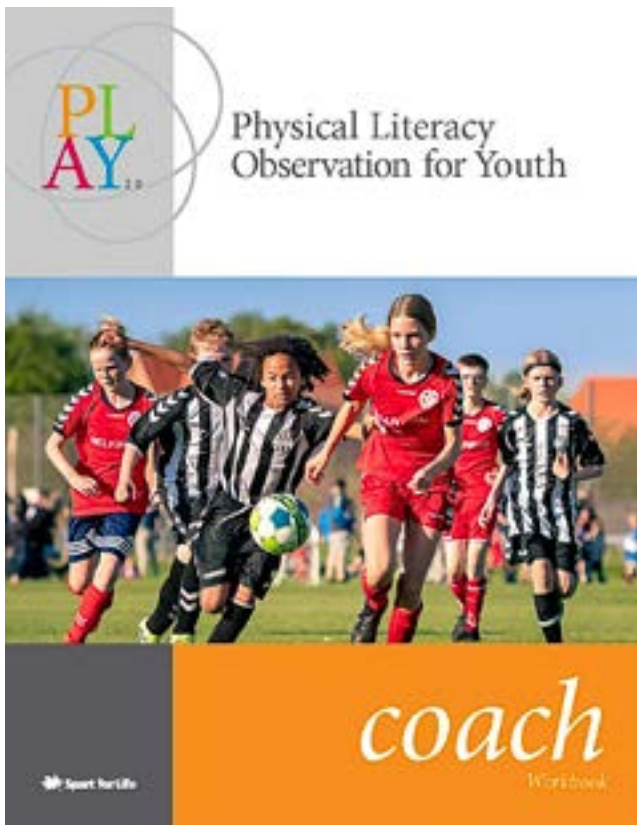
- **Motivation and confidence** (affective dimension). Motivation and confidence refer to the enthusiasm, positive emotion and self-confidence generated by the idea of integrating physical activity into one’s lifestyle.
- **Physical competence** (physical dimension). Physical competence refers to a person’s ability to develop motor skills, and to experience different movement intensities and durations. Optimizing



physical skills enables participation in a wide range of physical situations and activities.

- **Knowledge and understanding** (cognitive dimension). Knowledge and understanding imply the ability to identify and express the essential qualities that influence movement, an understanding of the health benefits of an active lifestyle and an awareness of the elements that enable the safe practice of physical activity, in a range of situations and physical environments.
- **Commitment to lifelong physical activity** (behavioral dimension). A person’s commitment to lifelong physical activity is expressed by taking responsibility for physical literacy through freely choosing to be active on a regular basis. This involves prioritizing and sustaining this commitment by integrating into one’s lifestyle the practice of a variety of meaningful activities and personal challenges.

Literacy for Margaret Whitehead can be described as a disposition to exploit the capabilities of each individual that has: The motivation, confidence, physical competence and knowledge to value and take responsibility for maintaining a lifelong pursuit of physical activity.



Physical activity and health education

The aim of PE is to train physically literate citizens. Yet teachers sometimes find themselves at a loss to provide a coherent response to the problems of physical inactivity. The concept of physical literacy, by its holistic nature, offers the means to rethink responses to this complex issue by adapted educational tools: the PLAY tools approach¹.

The aim of PLAY tools

Just as with reading and arithmetic development involves skills expression through words and numbers, physical literacy develops a “movement repertoire” that instills fundamental motor and sport skills. It is these skills that enable us to move with skill and confidence in all settings (on the ground, indoors and out; in water and on the water’s surface; on snow and ice; in the air, etc.).

However, physical literacy is not just about learning basic fundamental motor skills; it’s also about acquiring the confidence and motivation to apply these fundamental motor and sport skills in new situations.

1. <https://physicalliteracy.ca/play-tools/>

To do this, you need more than a set of motor skills: you need an environment conducive to learning, and the support of a parent, coach or leader. This environment must encourage children to play fair, try new activities and collaborate, allow them to ask questions without constraint, and provide social and moral support.

In order to improve physical literacy and increase physical activity in children and young people, we must first observe the current state or starting point, and teach or train accordingly, as we do with other fundamentals such as that of linguistic literacy or numeracy. That’s what PLAY tools are all about.

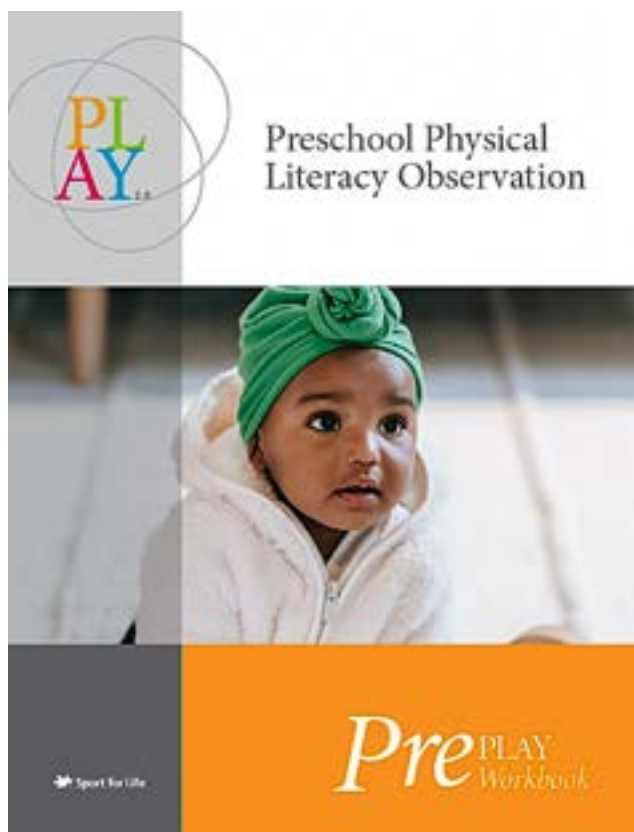
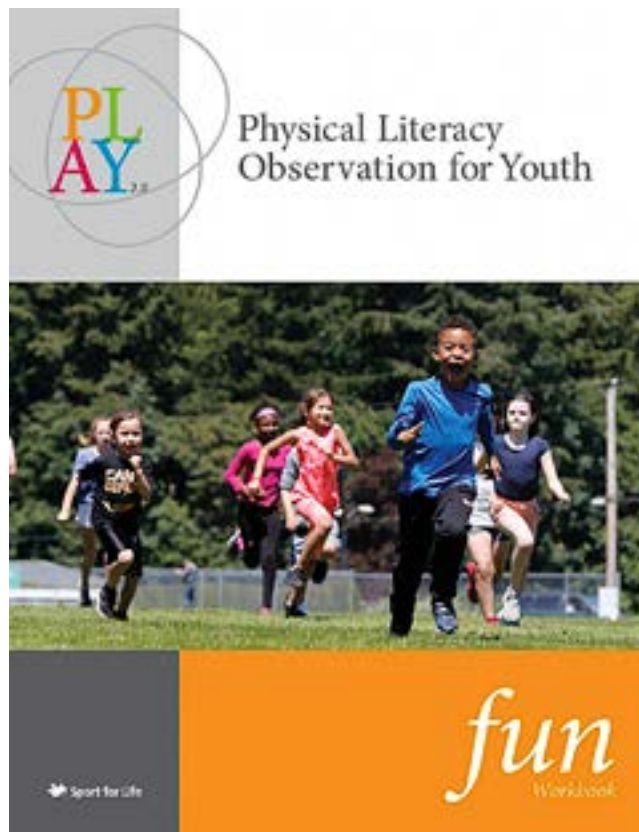
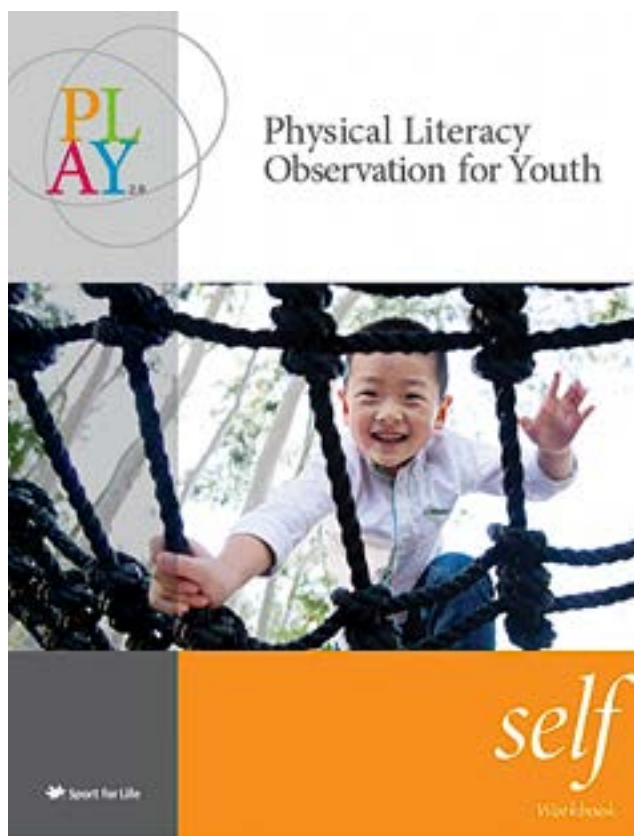
What are PLAY tools?

PLAY is a collection of tools in the form of workbooks, forms and scored evaluation sheets designed to assess the physical literacy of children and youth. PLAY tools include:

- **PLAYskills** - This tool enables coaching professionals* to assess 18 skills or techniques in children, such as running, throwing, kicking and balancing.
- **PLAYbasic** - This is a simplified version of PLAYfun for fun, providing training professionals with an overview of a child’s physical literacy.

- **PLAYyouth** - The tool enables children and young people to self-assess their physical literacy.
- **PLAYparent** - The tool enables parents to assess their school-age child's physical literacy.
- **PLAYtrainer** - This tool enables coaches, physiotherapists, athletic therapists, exercise professionals and recreation professionals to record their observations of a child's physical literacy.
- **PLAYregistre** - This is a form used to record and track a child's leisure activities throughout the year.

PLAYyouth, PLAYparent and PLAYcoach are forms that include questions to support the observation of skills using the PLAYbasic and PLAYskills tools. The PLAY Tools were developed by Sport for Life with the help of Dr. Dean Kriellaars of the University of Manitoba.



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Practicing resilience through youth sports

By Larry Childs

Project Adventure Senior Trainer & Consultant

Over the years in my conversations with teachers and youth sports coaches one of the more important emotional capacities they cite as underdeveloped in children is resilience. This is the essential ability to recover from setbacks. It may otherwise be expressed as an ability to 'let go and move' on after a disappointment or when something has gone wrong or not according to plan.

As an assistant youth ice hockey coach with my sons' teams back in the '00 years, there were almost endless opportunities to teach about resilience since setbacks are a built-in feature of competitive sports and hockey in particular. They are a repeated feature of every practice and every game, yet the challenge was to discern how to leverage these seemingly negative experiences as powerful 'learning opportunities'.

During one game with these 10-11 year old boys the referees made some bad calls against us and in one instance our skaters were outraged to the point of distraction. As play resumed the other team, none with a one-player advantage powerplay scored

within seconds as our boys stood by, still paralyzed by the injustice. In combination, the unfair penalty then the goal, drained their energy not just in that moment but through the rest of the game.



After the loss, once the boys had peeled off a few layers of smelly equipment, I asked them to stop so we could take a few minutes to talk about the game. At this point in the season we had a routine of talking afterwards often giving each player the chance to speak. 'What happened around that penalty?' I asked. One by one they analyzed the moment building on what others said. They concluded that their challenge going forward would be to recover immediately from bad calls by the refs. There was nothing they could do about it other

than recognize those mistakes as part of the game and try to regain their readiness within seconds. In subsequent games the inevitable bad calls, and even plenty of earned penalties came our way, but the boys became far more resilient. In other locker room conversations we explored how the resiliency practiced in a hockey game, this essential ability to let go and move on, also applied to other areas of their young lives.

This form of debriefing was an uncommon practice for youth sports in our league, city and schools. The ‘coaches talk’ was routine...one where adult wisdom and authority was performative and expected. Facilitated dialog among players and coaches was rare, authoritarian coaching styles common, and incredible learning opportunities squandered.

Some coaches I talked with declared that players were too upset immediately after a loss to talk about it. This was a defeatist and in my experience,

inaccurate belief that caused many young people to experience unnecessarily prolonged suffering and a sense of isolation since a coaches lecture on their faults followed by silent mopping was the norm.

On our team that year every player became more comfortable at reflecting on the game, speaking in front of a group and carrying that learning especially around handling setbacks into the future. That is the opportunity which is ever-present in youth sports, one that to this day is still too often lost.



Physical contact is permitted in field hockey, but only under certain conditions, such as when a player has the puck and the contact is made in a way that is not likely to cause injury. Illegal contact is the cause of most penalties.

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Mindfulness through outdoor sports and active learning

By Larry Childs

Project Adventure Senior Trainer & Consultant

After 4 years exploring and piloting Project Adventure pedagogy and methods within the commercial programming of the UCPA (Cooperative Union of Outdoor Sports) <https://www.ucpa-vacances.com/> in May 2018 we conducted a week-long train the trainer workshop focused on integration of Project Adventure within their nationwide ‘Project Educative Sportif’ (PES) initiative. Founded 50 years ago as a means to make outdoor sports accessible to all levels of French society, the UCPA has expanded establishing 150 retreat centers in France and beyond serving 100,000+ participants with 3,000+ instructors annually.

Like Project Adventure, they have been profoundly influenced by recent research in the neurosciences and psychology gradually making adjustments to their pedagogy and instructional methodology accordingly.

One important feature is the concept of mindfulness not only as a means to accelerate acquisition of sport specific skills, but as part of the wider UCPA vision to provide nature-immersive vacations that promote social connection and personal growth.

In the realm of mindfulness several UCPA staff consider nature as a highly effective intermediary and even co-facilitator. In recent months many have guided participants through mindfulness exercises and those responsible for their surfing programs (present in our training) were willing to share their evolving practice.

Eager to engage in a direct experience our training group of 18 hopped on bicycles and rode the 3 kilometers from the training center down through the village of Lacanau Ocean to the beach – part of an expanse of wild public beaches that span 100+ miles of coast west of Bordeaux. After crossing the dunes and settling into the sands just above the crashing waves we tossed our shoes and I then led a sequence of vigorous beach-adapted adventure activities focused on pairs/trios (‘binome et trinome’) for relationship building and continued group development.

Feeling warm, exhilarated and connected we were ready to drop in the sand to un-self-consciously immerse in guided mindfulness meditation in small groups scattered across the beach.



During the debrief some commented on the extent to which the calm and satisfying self-awareness experienced during the guided mindfulness practice was paralleled by a similar sensation during our preceding wildly aerobic, athletic and highly relational rounds of Pairs Tag.

This sensation we recognized as ‘flow’¹ (aka ‘being in the zone’) noting that outdoor sport/adventure activities, when fully immersive, provide access to such a state of being. Perhaps, we speculated, the benefits of mindfulness can be accessed not only

through a still and solitary meditative state, but during the highly active and inter-connected realms of adventure games and outdoor pursuits. Furthermore each of these valid approaches, highly active and still, can reinforce and provide access to the other. This notion is valuable not only for expanding opportunity for depth in experience during a UCPA program (‘stage’), but to accommodate different learning styles of participants (‘stagiers’).

This powerful experience, dialog and insight emerged through the UCPA infusion of Adventure Learning within their PES initiative in France. Its value also cycles back to Project Adventure in Beverly, MA helping to advance our own understanding and appreciation for our methods and the way collaboration with client/partners contributes to our own evolving practice.

1. In positive psychology, flow, also known colloquially as being in the zone, is the mental state of operation in which a person performing an activity is fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. In essence, flow is characterized by complete absorption in what one does, and a resulting loss in one’s sense of space and time. Named by Mihály Csíkszentmihályi in 1975, the concept has been widely referred to across a variety of fields (and has an especially big recognition in occupational therapy), though the concept has existed for thousands of years under other names, notably in some Eastern religions. [https://en.wikipedia.org/wiki/Flow_\(psychology\)](https://en.wikipedia.org/wiki/Flow_(psychology))

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Vision of a SEL embedded competitive sports team



Coaches and team members consistently...

- 1. Are engaged while feeling included, respected and supported**
- 2. Focus on positive attributes and experiences more than dwelling on the negative**
- 3. Smile, have fun and laugh frequently**
- 4. Pay attention to individual roles and responsibilities and consistently strive to improve, all while keeping in perspective the wider team context**
- 5. Challenge themselves and others often while contributing maximum effort**
- 6. Manage their emotions and control impulses**
- 7. Practice open communication with one another**
- 8. Co-create agreements on desired behavioral attributes and norms for the team with occasional check-ins to assess how they are doing**
- 9. Debrief by engaging in dialog about their intentions, experiences, and learning**
- 10. Set realistic yet challenging goals around both technical and psychosocial aspects of individual and team performance**

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Prescri'mouv, a healthcare program

Interview with Mr Thomas MENGIN, Director of APS Vosges



Hello Mr. MENGIN, could you introduce us to “APS Vosges” and the “Maison Sport Santé” (Sport and Health House)?

The association Activité Physique Santé Vosges- APS Vosges (Association for Physical Activity and Health in the Vosges Region, France) is based in Remiremont and was created in 2016 by hospital doctors, general practitioners and the Remiremont regional authorities including its adjacent valleys.

Physical inactivity kills as much as smoking

The association’s mission is to improve the health and fitness of sedentary adults, whether or not they are carriers of a chronic disease, through the practice of physical activity and sport following a medical prescription.

According to the World Health Organization (WHO), physical inactivity kills as many people as smoking, and is responsible for 5 million deaths worldwide. In France, the social cost of physical inactivity is estimated at 140 billion euros a year. The January 26, 2016 law modernizing our healthcare system, provides in its article L1172-1 that “In the framework of the care pathway for patients with a long-term condition, the attending physician may prescribe a physical activity adapted to the patient’s pathology, physical capacities and medical risk”.



It is mainly physical therapists and adaptive physical activity teachers who are qualified to provide the prescribed physical activity. Neither the prescription nor the physical activity provided is covered by Social Security; however, some insurance companies do cover part of the cost.

In 2019, APS Vosges was selected as a Sport and Health House (Maison Sport Santé.MSS). In 2019, 138 MSS were recognized, 436 in 2022 and 573 in March 2023. In 2023, MSS will be officially enshrined in law, and accreditation will be required in line with a set of specifications. APS Vosges submitted an application for approval, which was accepted.

Four missions

APS Vosges has four missions:

1. Develop a range of physical activity and sports for health purposes.
2. Support beneficiaries in taking charge of their health.
3. Promote the emergence of a common culture around physical activity and its benefits, with the aim of encouraging changes in the practices of health and physical activity and sports professionals.
4. Act as an advocate for the benefits of physical activity and sport among the various players in the region.

In 2023, 1,752 people were supported by APS Vosges. A “Maison Sport Santé” is not necessarily a place to practice sport, but above all a place for information and support. For its part, APS Vosges has a sports hall in Remiremont’s Rhumont priority district and, under agreements with local authorities, uses local infrastructure in other parts of the department.

Five institutional partners

Can you tell us about the Grand Est region’s Prescri’movv program ?

In 2018, the Agence Régionale de Santé (ARS) Grand Est (Regional Health Agency) wanted to coordinate the sport and health activities it was funding. So, following work with all the relevant players in the Grand Est region, the Prescri’movv scheme came into being at the end of 2018. In the Vosges, it was rolled out in early 2019.

Since its inception, the scheme has been supported by five institutional partners: The Regional Health Agency, the Grand Est Region, the Health Insurance, the Alsace Moselle Local Health Insurance Scheme and the Grand Est Academics Region. To facilitate the work of professionals, Prescri’movv benefits from a single telephone number with referrals to local players. The program is aimed at adults with:

- Long-term illness (ALD 30).
- Obesity (BMI>30).
- Persistent disorders following a COVID infection.
- Musculoskeletal disorders.

Our clients

The people who come to APS Vosges have a wide range of profiles, but most of them have no sporting background. They are often sedentary and/or active, isolated or in social difficulty, with an average age of 58. As Prescri'mouv operator we have three missions:

1. **Accompany beneficiaries** who have received a prescription and guide them towards a reception structure. This support is paid for by the Regional Health Agency.
2. **Reaching out to healthcare professionals** and informing them about the benefits of sporting activities: being better informed to better inform patients.
3. **Organize awareness-raising meetings** targeting sports professionals with the aim to help them identify, promote, train and award the Prescri'mouv label in sports facilities.

To this should be added general promotional actions aimed at the general public, the medico-social sector, etc., and advocacy actions.

Caring for the patient

Four essential steps are planned to ensure that the patient is fully taken care of and able to take up or resume physical activity in complete safety:

- **Step 1:** Prescription of physical activity by the doctor. The attending physician is the key player in the system, and their role is fundamental. It is the doctor who decides whether physical activity is appropriate for their patient. They are involved in monitoring their patient's progress throughout the entire treatment process.
- **Step 2:** Prescri'mouv initial assessment, includes a motivational interview to get to know the patient and assess his or her obstacles and motivations, and short fitness tests, all of which help to set objectives and direct the patient towards a local sports facility.
- **Stage 3** is optional, but concerns almost 80% of patients: It involves setting up and carrying out specific support with 12 sessions over a maximum of 4 months, with an assessment at the end of these practical sessions, the whole package being paid for. The proposed activities are indoor and outdoor multi-activities. The main aim is to offer a diversified range of activities so that people can enjoy and find an interest in physical activity and sport.

- **Step 4:** The aim is to move towards an active lifestyle on a daily basis, either in a Prescri'mouv-certified sports facility or in a traditional club. Follow-up telephone calls are scheduled at 2, 9 and 12 months, and an interim assessment is carried out at 6 months. This stage is subject to a fee, ranging from 30 to 210 euros per year. At the end of each assessment, a summary is sent to the prescribing physician and the attending physician.

In 2023, 987 prescriptions were managed in the Vosges and 8,787 for the Grand Est region, compared with 5,626 in 2022, showing very strong growth. At regional level, 72% of these prescriptions were for women and 28% for men, with an average age of 57 for women and 59 for men, noting that 1,978 of those included were over 65. The most common pathologies were obesity, diabetes, cardiovascular disease, depressive disorders, cancer and musculoskeletal disorders. The most popular activities were gymnastics (48%), outdoor activities (14%) and water sports (10%).

A lifelong sporting journey

Matheus Batalha Moreira Nery
Professor at Federal University of Sergipe, Brazil

From time to time, I think about all the people who have made me who I am, who I have become. Among those most important to me, my mother stands out for her unique role. With her, I have lived many moments of joy, and from her, I always received lessons that boosted my life in many positive directions.

My mother did not really have a childhood. She is the eldest daughter among three brothers. As a young girl, she helped with the housework, taking care of the younger siblings, while my grandfather worked as a lawyer and my grandmother was managing her clothing store. Often, she had to take on other tasks, such as going to the bank, charging clients, or going to the accountant to update paperwork. As a family, there were many happy moments, but also always many things to work on.

At school, she made a point of getting good grades. Her colleagues gave her the nickname Garrincha, the name of the great Brazilian soccer player from the 60s, because of her ability to overcome problems. Despite all the work, she still found time to help those people who were most in need. For most



of her life, my great-aunt managed an orphanage, which she gave everything she ever had in life to create. Whenever she could, my mother went to Zizi's Home Orphanage. There, in addition to helping with cleaning and organizing activities, she also assisted the teachers with their classes. After high school, she decided to attend dentistry school where she had a chance to build a career. Upon graduation she started working in the public service.

With the arrival of the children, she began to dedicate herself more and more to our development. Her mission was to make sure that we had the best education possible. Back home, she followed us closely, especially when it came to education. When we caused problems, almost always, she would scold and ground us. If you think your mother was tough on you, imagine being scolded while sitting in a dental chair with your mom conducting treatment. Her philosophy was to make us employ our time productively without excuses.

When I got to university, things started to take a different turn. I chose to pursue Psychology. She wanted me to go to law school, but she never imposed on me her will. After graduation, I went to live in Bahia, Brazil's northeast, where I wanted to pursue a Ph.D. While she wanted me to take another direction, she accepted my decision. In addition to giving me her support, she tried to nurture in me a sense of responsibility and autonomy.

I finished my Ph.D. and became a professor but it wasn't until several years later, during my first semester in Boston, that I was able to think more deeply about the importance of autonomy in my academic training. There, I was able to see how at universities of excellence, such as Harvard University, developing a strong sense of autonomy and responsibility in their students is primary. The central idea is always to create opportunities that lead students to act autonomously and develop confidence. It is the notion that independence, when well developed, will increase the chances of professional success. Thus, a series of strategies are elaborated with the objective of strengthening in students the ability of self-evaluation, self-management of studies, and minimization of dependence on professors and supervisors. In Brazil, the reality is quite different. Around here, we practically carry our students all the way through to graduation.

In many countries, students quickly learn that in life it is always possible to explore a more efficient solution, which can be performed ethically, to solve some problem they are facing. They are educated on how to differentiate between risk and recklessness and learn

that it takes preparation and training to overcome both immediate and life-long challenges. Various academic, sports and cultural activities are organized for continued integration among students who realize that they are reaching a higher level of maturity when they understand that they are at the university of their own free choice.

Institutions, in turn, recognize the importance of interpersonal relationships for the training of students and seek to boost their development through an inspiring and diverse academic atmosphere. Latin America, however, still insists on not valuing culture, academic development, or its secular institutions as relevant to the autonomous and civic progress of its citizens. Yet life really is approached more like a sport in these US institutions and one that should be played globally.

Every time I talk to my students, I imagine the effort their mothers made to get them into my classroom. Thus, I always think of the best strategy to help them become more independent.

In life, sometimes we run, sometimes we fight, sometimes we let go and move on. Responsibility and autonomy are the results of hard training and dedication.

On the day of my thesis defense, my mother gave me a Montblanc pen as a gift. She chose a very different kind of gift and made sure that I used it to sign my university degree. It was her way of saying that the long hard journey had paid off.

I keep my pen together with my Harvard ID as a reminder of the effort. The other day, my mother told me that, when I was born, she watched me closely as the doctor examined me. She wanted to make sure that everything was right. She knew that was the beginning of a lifelong sporting contest.

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Sport as a social endeavor

By Guillaume Legaut, general manager of UCPA

Sport, a physical activity practiced in the form of play, has existed in every civilization at least since the time of the Egyptians. Today, it is estimated that around a third of the world's population regularly participate in some form of sporting activity. Australia, Taiwan and Norway are the 3 countries with the highest participation rates, with 84% of their populations taking part in a sporting activity at least once a month. Walking is the most popular sporting activity at 40-50%. Next come jogging or running (15-20%), soccer (12-20%), cycling and swimming (8-12%), martial arts (4-6%) and dance (3-5%). In addition to those who take part, sport also involves spectators, owners, broadcasters, managers, and public authorities all as economic players.



Definition of sport

There are few legal definitions of sport. Article 2 of the European Sports Charter adopted on September 24, 1992, refers to “forms of physical activity which, through organized or unorganized participation, have as their objective the expression or improvement of physical and mental condition, the development of social

relations or the achievement of results in competition at all levels. Jurisprudence and doctrine have done little to clarify the notion of sport, between conceptions linking physical activity, the quest for performance, competition and institutionalized rules, and authors for whom competition, rules and institutionalization have no place in the definition of sport.

Etymologically, the term “sport” is a phonetic derivation of the word “desport”, which in old French meant leisure, amusement or distraction. It first appeared in the 19th century to designate various disciplines such as horse racing, boxing and wrestling. Pierre de Coubertin wrote that “sport is the voluntary and habitual cult of intensive muscular exercise, supported by the desire for progress and which can go as far as risk”. Gradually, the term came to cover all leisure and competitive physical and sporting activities. At the end of the twentieth century, definitions referred to a formal organizational dimension, mentioning “leisure or competitive physical activity that respects certain rules”. According to Article 2 of the European Sports Charter, it makes sense to restore an extensive definition of sport, in line with its historical meaning and social reality.

Social change

Often viewed from the angle of performance and competition, spectacle and the media, or economics and business, sport is perhaps less recognized as a socio-cultural phenomenon in its own right. Produced by societies, and as a reflection of who we are, it is continuously evolving in response to a myriad of changes in society. Reciprocally, sport has an impact on the socio-cultural fabric of societies and often as one of social utility. This broader notion of sport, along with its tremendous future potential, invites us to consider the evolving conditions for, and impacts of lifelong sporting activity on individuals and society.

The demands and opportunities for sport enthusiasts are also evolving towards greater autonomy and flexibility in organization. On the one hand this allows for leaders and owners in the sports world to exert



tighter controls and supervision, and on the other there are increasing freedoms for autonomous and self-organized sport.

Alongside institutionalized, performance-oriented sport organized around a discipline, the diversification of sport and access to opportunities is increasing as a result of the diversification and dramatic growth of sporting activities. Factors include the pace of technological advances and innovation, hybridization, appeal to growing audiences, and diverse motivations for participation. Health is one huge incentive for participation as physical and emotional well-being are increasingly linked in the research to fitness and sporting activities.

As a specific example of sport intersections with social change consider how technology has led to sedentary lifestyles and inactivity which have in turn given rise to public health problems. The rise in obesity has resulted in increased incidences of cardiovascular disease and skeletal disorders. For these issues sport is part of the solutions. Stress and psychological malaise are also on the rise, and again sport is demonstrated as effective treatment. Sport is also demonstrated as sometimes effective at countering violence and discrimination.

The sports sector has become a growing economic market. It is estimated, for example, to account for around 2.1% of GDP and 5.7 million jobs across



Europe. In many countries, professions in the field of education, training and sports activities are increasingly organized and professional. This is manifested in part by development of a sports entertainment industry which has led to the increasing professionalization of both traditional and newer sports. There has also been economic growth in sport-based leisure activities, indoors and out, and the associated sporting goods trades.

Sport is also affected by climate change. Awareness of the ecological footprint of sport has been slow to emerge but quite evident. Sports facilities through construction and energy demands, the mass dissemination of certain practices and travel linked to sporting events all have long-lasting negative impacts on the environment. In addition, the degradation of the natural environment and climate change are having an impact on outdoor sports due to factors such as coastal erosion, rivers drying up, melting glaciers and diminished snow falls, etc. Along these lines a World Wildlife Fund report shows that rising temperatures threaten to reduce sporting opportunities globally.

Social needs and social benefits

World Health Organization (WHO) reporting indicates that worldwide one in four adults and four out of five teenagers are not sufficiently active in sport. There are many reasons for this including economic and cultural factors and accessibility to facilities. The WHO's work also highlights the decisive role played by local authorities in the development of sporting activity, particularly through urban planning: "The way we build our cities, design the urban setting and give access to

the natural environment can be either very favorable or create obstacles to physical activity and an active lifestyle".

Sport teaches people to develop life skills and social skills through experience. It has measurable effects on an individual level (self-concept, openness to others, outlook towards one's future) and on a social level (social cohesion, employment, health, environment).

Regular exercise is a public health issue, helping to reduce the risk of chronic illnesses (obesity, depression, diabetes, etc.), cardiovascular disease, stress and certain musculoskeletal diseases. The World Health Organization recommends at least 150 to 300 minutes a week of moderate to sustained aerobic activity for all adults, including people with chronic illnesses or disabilities, and an average of 60 minutes a day for children and adolescents.

Sport also benefits education. Studies by the British Ministry of Sport show that organized sporting activity develops cognitive, psychological (self-confidence, self-control, concentration, leadership), social (inclusion, tolerance, voluntary involvement, cultural integration, intergenerational dialogue) and relational (sociability, contact capacity, interaction capacity, bonding capacity) skills. High-quality physical education and sports activities help to promote values such as fair play, equality, honesty, excellence, commitment, courage, team spirit, respect for rules and laws, self-respect and respect for others, community spirit and solidarity, as well as pleasure and joy.

Like the mastery of movement on a bike, in swimming or skiing, sport often leads us to surpass our self-imposed limits, to metamorphose, while taking pleasure in it. The body is a formidable source of knowledge: "Within it, with it and through it begins self-knowledge", wrote Michel Serres. In particular, he emphasized the role of bodily functions such as sensation, emotion and movement in learning. "The moving body federates the senses and unifies it". Michel Serres teaches that body intelligence has considerable potential. It enables people to reveal their true nature.

Universal culture

Sport has a universal cultural dimension with an unrivalled ability to bring about positive change - to transmit values across borders inspiring and uniting citizens regardless of age, gender, ethnic origin, religion, background or socio-economic status. Nelson Mandela once proclaimed: "Sport has the power to change the world. It has the power to inspire, to unite people in a way that few others can. Sport speaks to young people in a language they understand. Sport can create hope where once there was despair. It is more powerful than governments in breaking down racial barriers. Sport can overcome all forms of discrimination. Sport is about passion".

In sport, people of all genders, creeds and backgrounds can engage in shared activities, be physically active and participate in new social environments. Sport is not necessarily a remedy for all social problems, but it can be a powerful tool in the fight against exclusion and in favor of social cohesion.

Expanding social impact

Advances in knowledge have led to a rise in living standards. However, economic and social inequalities and exclusion continue to grow. Awareness of the threats to the planet's environmental balance has grown, but humanity has yet to find the means to remedy them. What's more, the idea of peaceful, democratic global coexistence is regularly called into question. The world is rife with tensions "between the global and the local, between the universal and the singular, between tradition and modernity, between the long term and the short term, between competition and equal opportunity, between the development of knowledge and human capacity to assimilate it, between the spiritual and the material. Sport must consider and confront these issues, or risk appearing petty and increasingly out of step with society.

Lifelong learning

In its report to UNESCO. "Education: the treasure within", the International Commission on Education for the 21st Century, chaired by Jacques Delors, proposes an integrated vision of lifelong learning. It



emphasizes the complementary nature of formal, informal and non-formal education. This analytical framework provides useful insights for thinking about the development of lifelong sporting activity for all, and for drawing up a political vision for sport.

Each type of education has a specific role that complements the other two. Formal education refers to the education system organized around structured curricula, recognized by the public authorities, from elementary school through to higher education. Professional knowledge and skills are generally acquired through formal education. Informal education is defined as the process of acquiring attitudes, values, skills and knowledge through daily experience, influenced by one's surroundings and social environment. A number of personal and social skills are acquired through informal education. Non-formal education defines educational activities organized outside the formal system, aimed at a defined public and directed towards precise objectives. It enables the acquisition of skills and attitudes based on a structured value system. Developing lifelong sporting activity requires an understanding of the complementarity across these areas - the formal system of sport, the informal practice of sport and the non-formal mode of sport. Sporting practices are increasingly multi-activity and transcend the institutionalized framework of disciplines. To paraphrase the Delors report, the various modes of sport, whether formal, informal or non-formal, are "called upon to cross-fertilize each other".

The Delors report highlights four pillars of education: learning to know, learning to do, learning to be and learning to live together. It stresses the fundamental



role of formal education in learning knowledge, and calls for its deployment throughout life. It also notes the indispensable role of informal and non-formal education throughout life in learning to live together. Lifelong sport is based on the integration of several fundamental dimensions:

- Mastery of activity (learning autonomy)
- Physical and mental health (taking care of oneself)
- Balance with the environment (caring for the planet)
- Social ties and living together (taking care of others).

By way of illustration, UCPA's non-formal educational and sports initiative is organized around four principles:

Developing autonomy: UCPA offers everyone the opportunity to understand, act and progress during activity sessions and daily life with others. Sports activities are adapted to the environment and conditions, as well as to each individual's level. The UCPA team environment helps each individual to acquire the confidence, control and commitment needed to be autonomous.

Sharing with one another: UCPA offers shared activities and a shared lifestyle, in common spaces and times. With mutual respect for differences, everyone participates, is integrated and plays an active role in the life of the group. Mutual assistance, cooperation and conviviality provide the energy to progress, individually and together. Accompanied by the UCPA team, each participant reveals his or her ability to be attentive, to listen and to exchange ideas for a better life together.

Caring for each individual: UCPA offers activities and a lifestyle that are balanced in terms of rhythm and

intensity. By taking the time to free themselves from the daily grind, each person learns to take care of themselves and others, and becomes more aware of what they are going through to give meaning to their experience. The UCPA team guides each person to understand their own abilities, to recognize those of others, and to cultivate a positive outlook together, for the well-being of all.

Working with nature: UCPA offers activities in the great outdoors as well as in urban

settings, and in most cases apply an environmentally sensitive approach. The experience of working with nature leads participants to make coherent choices that respect nature and contribute to the common good. Faced with the planet's limited natural resources, the UCPA team helps everyone develop their creativity, make sound choices regarding their personal impacts, become more resilient, and take steps towards a better balanced life.

The future

A youth sports policy in this context, for any country, is necessarily one that establishes the essential function of physical and sports education as equal and parallel to that of language, philosophy and mathematics. To achieve the goal of developing lifelong learning through sport for all, we need a long-term sports education policy; one that targets the next generation rather than focusing too rigidly on the 'next competition'. This sports policy must integrate sport within social life while addressing social needs. It must decompartmentalize sporting silos so as to foster a more integrated understanding of sport and the human conditions. Let us focus more on the sporting experience than fancy sports facilities. Negative impacts on the natural environment must be taken into consideration while acknowledging the role of outdoor sports in that awakening. Finally, sport policies must recognize pluralism, support a wide diversity of practice, promote attendance among different audiences, develop bridges - and weave links across all these areas. How to achieve this? That is the conversation which urgently needs to occur in France and beyond.

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