

Title: Inclusion of children and adolescents with a different ethnical background and/or low socio-economic status in football: a state-of-the-art literature review

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The 6th of June 2019

(Formalities of this article are in accordance with guidelines from European Journal of Sport Science - Review)

Review Article

Inclusion of children and adolescents with a different ethnical background and/or low socio-economic status in football: a state-of-the-art literature review

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Abstract

In this study we have conducted a state-of-the-art literature review regarding ethnic minority children and adolescents and children and adolescents with low socioeconomic status. We investigated which processes and conditions influenced the participation of the two populations in football and organised sports. Football has the potential to include these people and create an environment where differences are lifted and young people can feel equal regardless of their socio-economic status, ethnic and racial backgrounds. A systematic search was conducted on the 2nd of April. The initial search identified 4785 Articles in three databases, Scopus, SPORTDiscus and ProQuest. 1849 articles abstract and title were screened and ultimately only 30 articles met the eligibility criterias. 1 additional article was found in bibliotek.dk and a total of 31 articles were analysed. 8 were found to be about children and adolescent with ethnic minority background and/or low socioeconomic status in football. 23 were about these children and adolescents' general conditions for participating in organised sports. Multiple factors are of significance when it comes to improve participation in organised sport and football. Inclusion/exclusion processes cannot be ascribed to only one factor, but is instead influenced by the complex interplay of different factors e.g. culture, religion, gender, age, socio-economic status etc. Future research and interventions on the inclusion of children and adolescent with minority background and/or low socioeconomic status in football must take the complexity of multiple factors into account.

Keywords: Inclusion, Socio-economic, Ethnic minority, Football, Organised sports

Introduction

During recent years sport has gained a rising amount of attention from researchers as well as policy makers as a mean to improve social inclusion and integration. Researchers have primarily focused on ethnic minority groups, because sport is perceived as an important tool in facilitating social integration and promoting social cohesion (Walseth, 2016). Studies on participation rates have been conducted in several European countries and they show that as a group, ethnic minority children and adolescents (particularly girls) participate less in organised sport than children and adolescents of the ethnic majority (Agergaard et al. 2016; Elling & Claringbould, 2005; Seippel et al. 2011). However, these studies disguise a great diversity within the group of ethnic minority youth and other factors, such as socio-economic status and overall resources, that influence ethnic minority children and adolescent's participation in organised sport (Agergaard et al. 2016; Nielsen, 2013). Research on participation rates also shows that children of low socio-economic positions participate less in organised sports (Nielsen et al., 2012). Participation in organised sport is considered important for children and adolescent's integration into local community networks across traditional social classes and it's generally expected to contribute to the development of social capital (Seippel, 2006; Putnam, 2000). Secondly organised sport is also considered the prime setting for developing children and adolescents' sporting skills and thereby increasing their chances of ongoing participation in organised sport later in life (Vandermeerschen et al. 2015). Football is the most practiced sport among children and adolescents in Denmark and the sport that gets the most

media coverage in Denmark (Pilgaard 2008, Hedal, 2006). Today, football is still a rallying point for the Danish population across different classes in society (Gregersen, 2011). Therefore, this study focuses on football, as this is the major club-organised sport in Denmark and a team sport where differences are lifted and young people can feel equal regardless of their social, ethnic and racial backgrounds (Mauro, 2016). However, before changes can be made regarding the inclusion of children and adolescents of either low socio-economic status or ethnic minorities it's necessary to examine the existing literature and establish a position for further research. The aim of this study is to investigate what scientific literature exists regarding children and adolescents with a different ethnical background and children and adolescents of low socio-economic status or in organised football.

Methods

This present study is a state-of-the-art-review of new existing literature regarding inclusion of children and adolescents with a different ethnical background or low socio-economic status in football.

Databases

This state-of-the-art review was conducted in five different databases. The databases were chosen in collaboration with an information specialist from Aalborg University Library. The chosen databases were Scopus, SPORTDiscus, ProQuest, bibliotek.dk and Google scholar and they were all examined before conducting the search.

Eligibility

A number of inclusion and exclusion criteria were chosen to decide which literature should be included in this review. Firstly, only studies published in the year 2000 or later was considered acceptable to describe the most current research. Secondly, only publications regarding the processes or conditions which either promote or hinder children and adolescent's inclusion in football or organised sports were included in this study. An additional criteria was country of origin as only Western European publications were accepted due to differences in the sporting setup e.g. USA, Canada (van Bottenburg, 2011), and differences in immigration during recent years (Agergaard, 2018). Lastly, only articles published in either English, Danish, Norwegian or Swedish were included.

The Primary Search

Before the primary search we conducted some preliminary work regarding development of the search strategy in collaboration with the information specialist. The search was performed in each of the five databases on the 2th of April 2019 (see table 1). First each search word from each facet of the search block was searched upon using the Boolean operator "OR" one facet at a time. Afterwards, the four facets were search upon using the Boolean operator "AND".

Table 1 shows the search protocol

		AND			
OR	Population		Target group	Focal point	Outcome
	Race	Foreign*	Kid*	Football	Inclus*
	Racial*	Migrant*	Teen*	Soccer	Exclus*
	Ethnic*	"social class"	Adolecen*	Futsal	Integrat*
	Minorit*	"social capital"	Child*	Sport*	Participat*
	African*	"socio economics"	Young*		Involv*
	Asian*	Socioeconomic			Segregat*
	Muslim*	Marginaliz*			Belong*
	Immigrant*	Deprive*			
Refugee*	Vulnera*				

Data abstraction

The search gave a total of 4785 hits from the three databases (Scopes, SPORTDiscus, ProQuest). After the exclusion process there were a total of 2613 hits resulting in 2177 articles being removed based on the exclusion criteria. Furthermore, the screening programme Rayyan QCRI was used to remove duplicates between the five databases. This process led to an exclusion of 759 articles. 1849 articles were screened by title, keywords and abstract. After screening for title, keywords and abstract a total of 1695 articles were excluded in regards to the exclusion criteria. The remaining 159 articles were accessed for full text reading and 129 articles were excluded. This left 7 articles which focused on football and 23 articles which focused on our population in organised sports. Additionally, a search in bibliotek.dk was conducted and gave a total of 1 article concerning football. Likewise, a search in google scholar was conducted and 0 articles were found. A total of 32 articles were found in this state-of-the-art review and will be presented in table 2 (Organised Sport) and table 3 (Football)

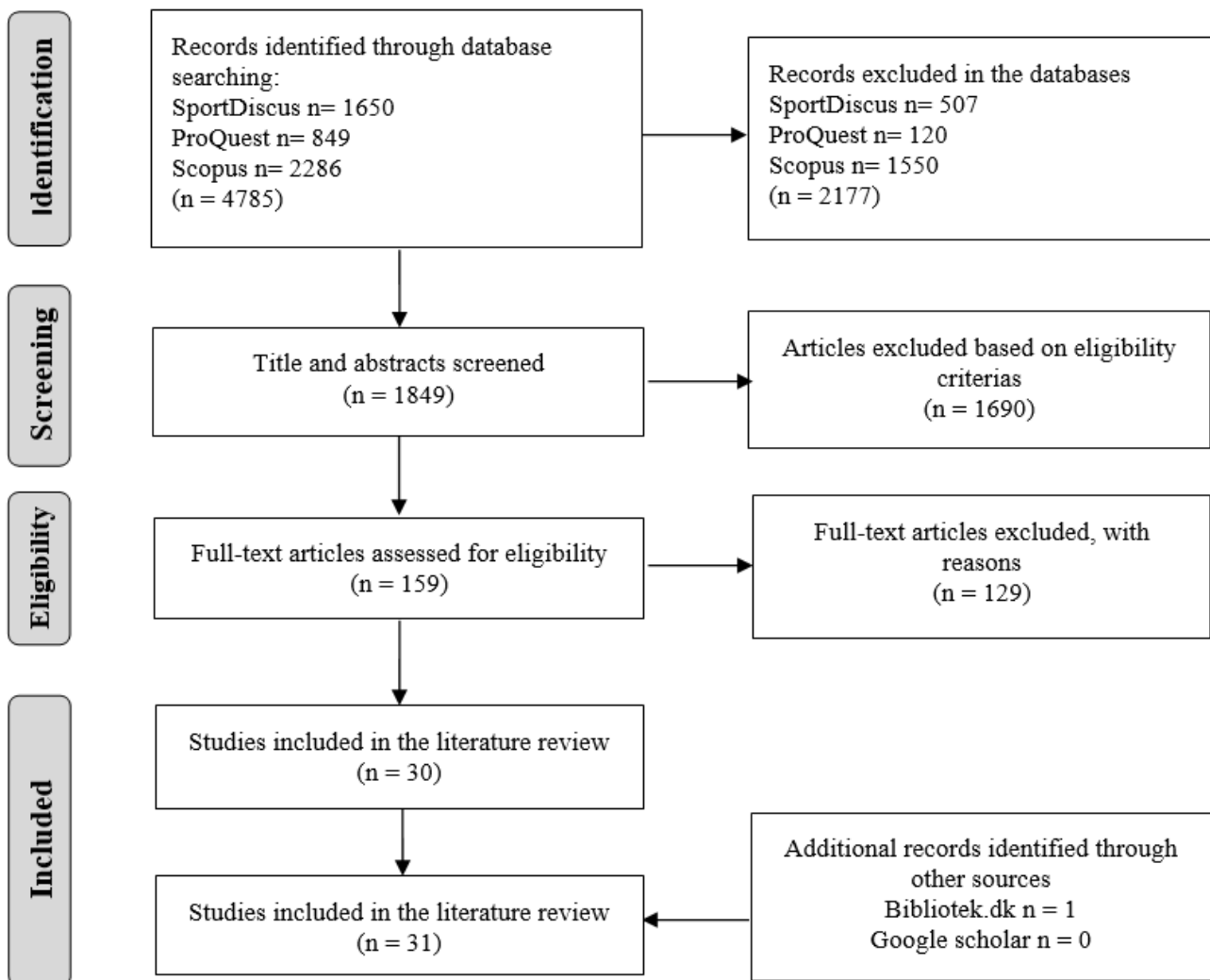


Figure 1 is a Prisma flowchart covering the search process in this review

Analysis

The 32 articles included in this state-of-the-art review were separated in two primary themes. One theme about football and another one about our population in organised sport.

Organised sport

Articles regarding organised sports were separated and analysed in three sub-themes based on the population in the articles; Ethnic minorities, low socio-economic status and Ethnic minorities with low socioeconomic status.

Table 2 presents the articles concerning organised sports found in this review

Organised sports			
Children and adolescent with different ethnical background			
Religion and culture			
The British Asian Muslim male sport participation puzzle: an exploration of implications for sport development policy and practice.	Mackintosh & Dempsey	2017	Great Britain
Young Norwegian-Pakistani Women and Sport: How Does Culture and Religiosity Matter?	Walseth & Strandbu	2014	Norway
Daughters of Islam: Family influences on Muslim young women's participation in sport	Kay	2006	Great Britain
Young Muslim Women and Sport: The Impact of Identity Work.	Walseth	2006	Norway
Sport, gender and ethnicity: Practises of symbolic inclusion/exclusion	Elling & Knoppers	2005	Netherlands
Organised sports clubs and the training environment			
Identity work in sports. Ethnic minority youth, Norwegian macro-debates and the role model aspect	Andersson	2002	Norway
Acculturation through sport: Different contexts different meanings'	Elbe et al.	2018	Spain
Team cohesion and ethnic-cultural identity in adolescent migrant athletes	Morela et al.	2013	Greece
Empowering youth sport and acculturation: Examining the hosts' perspective in Greek adolescents	Morela et al.	2017	Greece
Intervention			
Effectiveness of an empowerment program for adolescent second-generation migrants: a cluster randomized controlled trial	Goossens et al.	2016	Netherlands
Children and adolescent with low socio-economic status			
The significance of socio-economic status for participation in organised sports			
Who's joining the club? Participation of socially vulnerable children and adolescents in club organised sports	Vandermeerschen et al.	2015	Belgium
Towards level playing fields? A time trend analysis of young people's participation in club-organised sports	Vandermeerschen et al.	2016	Belgium
Predisposed to participate? The influence of family socioeconomic background on children's sports participation and daily amount of physical activity	Nielsen et al.	2012	Denmark
Secular trends in youth physical activity and parents' socioeconomic status from 1977 to 2005	Telema et al.	2009	Finland
Parental influence			
Parental behaviour and children's sports participation: Evidence from a Danish longitudinal school study	Qunito Romani	2019	Denmark
Assessing parental impact on the sports participation of children: A socio-economic analysis of the UK.	Downward et al.	2014	Great Britain
"get off the sofa and go and play": Family and socioeconomic influences on the physical activity of 10-11-year-old children	Brockman et al.	2009	Great Britain
Ethnicity and socio-economic status			
Exploring the minority-majority gap in sport participation different patterns for boys and girls?	Strandbu et al.	2019	Norway
Daily physical activity and sports participation among children from ethnic minorities in Denmark.	Nielsen et al.	2013	Denmark
Social class differences in youths' participation in organized sports: What are the mechanisms?	Andersen & Bakken	2018	Norway
Parental, socio and cultural factors associated with adolescents' sports participation in four Danish municipalities	Toftegaard-Stöckel et al.	2011	Denmark
Peer- and coach-created motivational climates in youth sport: implications for positive youth development of disadvantaged girls	Schaillée et al.	2017	Belgium
Effectiveness of JUMP-in, a Dutch primary school-based community intervention aimed at the promotion of physical activity	de Meij et al.	2012	Netherland

Children and adolescent with different ethnical background

Religion and culture

According to the Quran practising Muslims are required to take care of their bodies and often they see sport as an opportunity to do so as long as the sport does not hinder them practising their religion (Mackintosh & Dempsey, 2017; Walseth & Strandbu, 2014). In relation to Islam, an important factor influencing Muslim children and adolescents participation in organised sports is the (concept of the) traditional Muslim family that may affect children's participation in organised sports negatively if the sport is perceived to be a negative distraction from Islam (Mackintosh & Dempsey, 2017). This is supported by Kay (2006) who finds the family, and additionally the culture, to be a significant factor in relation to Muslim boys' and girls' participation in sports. Thus, the family is a relevant factor that needs to be accounted for when examining sports participation. Furthermore, the cultural context, in which the family is positioned, needs to be accounted for as well (Kay, 2006). Likewise, Walseth & Strandbu (2014) found that for the ethnic minority families the parents do not seem to be the only factor hindering their children's participation in organised sports. In addition to the parents, local community culture seem to a great extent to hinder participation in sports for the children. This could be due to a conservative view on gender roles in some traditional Muslim communities (Walseth & Strandbu, 2014; Walseth, 2006a; Elling & Knoppers, 2005).

When investigating Muslim girls' participation in sports, an important determinant is their identity (Walseth, 2006a). Girls identifying with their ethnicity are less likely to participate in sports because they think of sports as something negative that affects their identify, whereas girls whom identify with Islam to a great extent participate more freely in sports using the argument that Islam encourages physical activity and thus, the acceptance from their families and local communities comes easier (Walseth, 2006a; Walseth & Strandbu, 2014). In some cases, identifying with Islam presented limitations for girls when participating in sports. Muslim girls wearing a veil were often not allowed to play by clubs and referees and were thereby excluded. This is what Walseth (2006a) refers to as institutional racism and needs to be changes in order to include Muslim girls in organised sports (Walseth, 2006a).

Organised sports clubs and the training environment

In multicultural, organised sports clubs cultural or religious differences may result in conflicts leading to marginalization and an exclusion of some ethnic minorities (Andersson, 2002). Denying members the right to talk about subjects such as religion or politics and driving members to speak the national language created a strong cohesion where they felt included regardless of their ethnic background or religious belief (Andersson, 2002). One of the most important things for ethnic minority youth is that organised sports clubs showing that they want them as members and this is particularly important for those, who at an earlier point in life have been marginalized in other organised sports clubs due to their foreign origin (Andersson, 2002). This can be done by the sports clubs by doing an active recruitment, where leaders and coaches seeks out the ethnic minority youngsters e.g. on the street and talks about what the sports club can offer them (Andersson, 2002)

To increase inclusion of ethnic minority youth, an increase in opportunities to train in an attractive environment is needed and the coach has a significant role of facilitating the right environment (Morela et al. 2017; Elbe et al 2018). A process-oriented training environment has proven to show a positive effect on affecting the interaction between individuals with different ethnical backgrounds due to strengthening cohesion (Morela et al. 2013) and it facilitates a positive attitude towards acculturation, thus, children and adolescents with different ethnic backgrounds will not feel marginalized (Morela et al. 2017). Most coaches in organised sports often provide their services as a volunteer and in most cases do not possess the required skills to facilitate such an environment, therefore further training is necessary to enhance the effect of a process-oriented environment (Morela et al. 2017).

Intervention

A study by Goossens et al. (2016) investigated the effect of a POWER-intervention on ethnic minority youth. They found that the POWER-intervention succeeded in creating a connection between the individual, their parents and the local organised sports clubs. The POWER-intervention increased the ethnic minority youth's participation in organised sports club and seem to have the potential to reduce their risk of marginalization (Goossens et al. 2016).

Children and adolescent with low socio-economic status

The significance of socio-economic status for participation in organised sports

Children and adolescents with low socio-economic status often participate in organised sports to a lesser degree than children and adolescents of a middle- or high socio-economic status (Vandermeerschen et al. 2015; Telema et al. 2009). This difference in participations due to socio-economic status has only increased through the last decade (Telema et al. 2009; Vandermeerschen et al. 2016). In addition, age is an important factor and children under the age of 16 are more likely to participate in organised sports (Vandermeerschen et al. 2016)

Children and adolescents from families with an income under the poverty threshold often have parents with low or no education and this gives them significantly lower possibilities for participating in organised sports (Vandermeerschen et al. 2015; Nielsen et al. 2012). This can be due to the total amount of material, social- or sporting capital available in the families, where especially the parents' experience with participations in organised sports, ownership of car and other material resources may affect their children's chances for participations in organised sports (Nielsen et al. 2012). Nevertheless, when it comes to physical activity, children and adolescents participate on equal ground regardless of socio-economic status (Nielsen et al. 2012; Telema et al. 2009). The offers that organised sports clubs have for children and adolescents of underprivileged families is not adapted to their preferences to a sufficient degree. Instead they are focussing on children and adolescents of middle-class families' preferences resulting in children and adolescents with low socio-economic status quitting shortly after they start in organised sports, lowering their participation rates (Vandermeerschen et al. 2015).

Parental influence

For children of low socio-economic status their parents play an important role in their participation in organised sports (Qunito Romani, 2019; Downward et al. 2014) and Qunito Romani (2019) talks about two factors influencing children and adolescent's participation in organised sports clubs, which are the parents as role models and the parent's involvement. He found that it was primarily the parent's involvement that promoted the children's participation in organised sports clubs. Contrary to this, Downward et al. (2014) found that parents as role models were of utmost importance for children and adolescents of low socio-economic status and indicated that the father was important as a role model in particular. Furthermore, Qunito Romani (2019) found that parents who get involved in their children's sport is required to invest both money and time in their children's sports participation, which can be challenging to handle for parents with low socio-economic status. Qunito Romani (2019) does not further explain what involvement implies but a study by Brockman et al. (2009) showed that there was significant difference in the involvement of parents of low socio-economic status and parents of middle- to high socio-economic status. Those of middle- to high socio-economic status encouraged their children through nonverbal methods such as logistical and economic support and also co-participation in events with the sports clubs. Contrary to this, parents of low socio-economic status encouraged their children only through verbal methods (Brockman et al. 2009).

Ethnicity and socio-economic status

A study by Strandbu et al. (2019) investigated the difference between children and adolescents from either the ethnic minority or the ethnic majority's participation in organised sports. They found no difference between ethnic minority boys and ethnic majority boys. Ethnic minority boys had a bit higher participation rate in organised sports when socio-economic resources were accounted for. The participation among both ethnic minority and majority boys of low socio-economic status were lower compared to boys of a middle- to high socio-economic status. On the contrast, ethnic minority girls' participation rate in organised sports was significantly lower than the ethnic majority girls' and the same applies to the socio-economic status (Strandbu et al. 2019). This suggest that gender and socio-economic status are major factors when it comes to participation in organised sport. Other factors such as age and municipality also influence sports participation. Low odds for sports participation was found among the girls from big cities such as Copenhagen with an ethnic background other than Danish and this group was also more sensitive towards socio-economic status and social and cultural factors (Toftegaard-Støckel et al. 2011).

In Norway (Strandbu et al. 2019) and Denmark (Nielsen et al. 2013) the ethnic minority population are over-represented in the lower socio-economic groups which to some extent explains the fact that children and adolescent with a different ethnic background participate less in organised sports (Nielsen et al. 2013). Also, Parent’s ethnic background, employment status and the adolescent’s perceptions of their parent's participation in sports are all found to correlate with sports participation (Toftegaard-Støckel et al. 2011). Some suggestions for increasing the participation rates of children of low socio-economic status in organised sports are lowering the cost of transportation by car, sports fees, equipment and by giving insight towards expectations, rules and norms in organised sports clubs (Nielsen et al. 2013). Municipalities and organised sports clubs could benefit greatly from collaborating, providing economical support for low-income families, who have children wishing to participate in organised sports, to increase their participation rates (Andersen & Bakken, 2018).

Socio-economic factors are not the only explanation for a lower participation among ethnic minority girls (Strandbu et al. 2019; Nielsen et al. 2013). Schailleé et al. (2017) found that a process-oriented training environment is of importance in creating a positive development in sports participation and continued participation in organised sports for ethnic minority girls. Furthermore, they found that a process-oriented environment can increase the participation and include more ethnic minority girls (Schailleé et al. 2017).

In a study by de Meij et al. (2010) a JUMP-in-intervention was created in collaboration with multiple schools, the municipalities and local partners, e.g. organised sports club from areas of low socio-economic status. Through the intervention the sports participation rate for ethnic minority children increased from 27,4 % to 65,8% over a 20-month period (de Meij et al. 2010).

Football

The articles regarding football were separated and analysed under three sub-themes; Exclusion, Inclusion and Participating. The subject “Exclusion” ranges over the articles where our population are partly or fully excluded or feels excluded from football. “Inclusion” covers the articles where e.g. sports-based interventions tries to include our population in football. Lastly, the term “Participating” covers the articles where our population already are participating in football.

Football			
Exclusion			
Sport and belonging	Walseth	2017	Norway
Inclusion			
Soccer and integrating Europe’s Muslim minorities: the good, and bad and the ugly	Al Ganideh	2018	Spain
Youth, team sport and citizenship	Ryom	2017	Denmark
Participating			
A team like no ‘Other’: the racialized position of Insaka FC in Irish schoolboy football	Mauro	2013	Ireland
Religious culture as a barrier? A counter-narrative of Danish Muslim girls' participation in sports	Agergaard	2016	Denmark
Socialization into organized sports of young adolescents with a lower socio-economic status	Pot et al.	2016	Netherlands
Transcultural football. Trajectories of belonging among immigrant youth	Mauro	2016	Ireland
The dream of social mobility: ethnic minority players in Danish football clubs	Agergaard & Sørensen	2009	Denmark

Table 3 presents the articles concerning football found in this state-of-the-art review.

Excluded

Walseth (2006b) found examples of young Muslim girls being excluded because of their socio-economic status. This occurred after the girls moved to another football club whose membership consisted of an over-representation of the ethnic majority. Walseth (2006b) emphasizes that taking part in a team sport can create feelings of belonging in a community, on the contrary great differences in socio-economic status may create social exclusion which happened to the girls (Walseth, 2006b). They had problems regarding establishing friendships with the ethnic majority in the football club and never had a feeling of belonging (Walseth, 2006b). Furthermore, the coach also indirectly took part in excluding the girls by pressuring the girls to provide transportation for the next game since it is the custom that the parents take turns on transporting the girls. This caused problems for the girls due to their family lacking material capital. Their parents did not own a car and which made it difficult for the girls to reinforce the expectations in this ethnic majority football club and lead to the girls feeling like they didn't belong and causing social exclusion within the club due to the ethnic minority girls' socio-economic status (Walseth, 2006b).

Included

In a study by Pot et al. (2016) they found that sporting habitus in children and adolescents with low socio-economic status helped to increase their inclusion in football. They found that children's sporting habitus primarily comes from their parents and creating a regulative interpersonal context it is possible to transfer their own sporting habitus to their children. The parents created the right context by sharing their values, opinions and knowledge of football with their children (Pot et al. 2016). Furthermore, Pot et al. (2016) found that parents' knowledge about football in general, football values as well as knowledge about existing local football clubs and lastly the possibility to support their children staying engaged in football to be decisive determinants in which parents can contribute to influence their children's inclusion and participation in football (Pot et al. 2016). If childrens' sporting habitus is good it creates great possibilities of inclusion in football regardless of their socio-economic status (Pot et al. 2016).

Ryom (2017) has investigated how an initiative within football may help including ethnic minority boys in football clubs. The initiative took place over a two-year period in collaboration with a local football club and a school. In order for the initiative to succeed properly, it was devised together with both the participants, their parents, the coaches from the local football club and the project team. The results of this initiative showed that it had given the ethnic minority boys increased physical competence which could lead to increased confidence. A development which directly affect their vitality and life-competence (Ryom, 2017). Additionally, participating in football is also contributing to increase their social network in the school as well as increasing the ability to cooperate in class. The participants' motivation also increased and could result in a positive development in social capital, empowerment, vitality and life-competence (Ryom, 2017).

During the football initiative by Ryom (2017) professional ethnic minority football players were used during practice as role models (Ryom, 2017). The usage of role models in football has also been investigated by Al Ganideh (2018). He found that using Muslim elite football players as role models gives ethnic minority children and adolescents more confidence, increasing their chances of acceptance among the European majority (Al Ganideh, 2018). The use of role models in football could potentially help including ethnic minority children and adolescent in football (Ryom, 2017) but also more generally in the society (Al Ganideh, 2018).

Participation

In a study by Agergaard (2016) it was found that for young Muslims in Denmark religion was not an individual issue, but something that developed through social relations and especially in relation to their friends, neighbourhood, school and in particularly family. These factors affect girls self-identification as Muslim (Agergaard, 2016). Agergaard (2016) also found that some Muslim girls were more restricted in their participation possibilities than their brothers were. When Muslim girls are excluded from football it is often due to a conservative view on gender roles based on their ethnicity rather than their religion (Agergaard, 2016). In addition, Agergaard (2016) found that the Muslim girls were good at finding ways to relate religious and cultural issues to participate in football (Agergaard, 2016).

Muslim girls, to a great extent, do not experience anything significantly different between them and the ethnic majority girls in relation to participation in football. Only a few differences were experienced and one was when interacting with other teams, some of the Muslim girls experienced being called swear-words as one of the

differences (Agergaard, 2016). This is in relation to findings by Mauro (2013; 2016) where the reasoning behind the swear-words was differences in ethnicity. Mauro also found that some ethnic minority boys felt treated differently based on the ethnicity by referees when playing football (Mauro, 2013; Mauro 2016). These cases do not show the full picture, as ethnic minority boys in these two studies feel included on their teams and participating on equal ground as the other members of their team (Mauro, 2013; Mauro, 2016) and it is evident that these problems arise during interaction with other football clubs, where the ethnic minority are seen as different in the eyes of the majority (Mauro, 2013). The problem is that besides the football clubs that already try to include ethnic minority youth, the football clubs that do not include ethnic minority youth yet also carry the responsibility to create opportunities for children and adolescents with a different ethnical background than the majority, to feel a part of the football community (Mauro, 2016).

Agergaard and Sørensen (2009) have investigated the determinants that affect ethnic minority players who are already included in football. They found that children and adolescents of low socio-economic status and different ethnical background than Danish do not stand chances to increase their social mobility through football (Agergaard & Sørensen, 2009). This is most likely due to disharmonies between the players self-taught skills and the way of playing Danish football (Agergaard & Sørensen, 2009). It requires a great amount of work to increase social mobility, where a coach is willing to make long term investments in the development of ethnic minority players (Agergaard & Sørensen, 2009). Football clubs or similar organisations are essential determinants for these social changes to become a reality. Therefore, qualified coaches are necessary when working with adolescents of different ethnical background than the majority (Agergaard & Sørensen, 2009). The study by Agergaard & Sørensen (2009) shows that Danish club leaders and coaches to a great extent expect children and adolescents of a different ethnical background than Danish to fit in to an often implicit and strict collective club culture offhand (Agergaard & Sørensen 2009).

Concluding discussion

Children and youth of ethnic minority background and/or of low socio-economic status participate less in organised sports than children and adolescents of the ethnic majority and/or high socio-economic status (Strandbu et al. 2019; Agergaard & Sørensen 2009; Vandermeerschen et al. 2015; 2016; Telema et al. 2009). Ethnic minority children and youth's participation in organised sports is influenced by the diversity and complexity of multiple determinants such as culture, religion, family, gender and socio-economic status. In general, religion, culture and family seem to influence ethnic minority girls more negatively as opposed to the boys (Strandbu et al. 2019; Agergaard, 2016). Agergaard (2016) found that some Muslim girls were more restricted in their participation possibilities than their brothers were. Muslim girls are often excluded from football due to a conservative view on gender roles which is based on their ethnicity rather than their religion (Agergaard, 2016; Walseth 2006a). Likewise, Walseth (2006a) found that Muslim girls sometimes were excluded for carrying veils when participating in organised sports. Based on these finding it seems evident that changes are needed to meet the needs of ethnic minority girls when they participate in football. When included in a sports organisation, ethnic minority girls experience cases of institutional racism when interacting with other sports clubs or referees. Mauro (2013;2016) also found cases of racism when children and adolescents of ethnic minority interacted with other football clubs during matches. According to Mauro (2016) it is a necessity to involve the whole football community when trying to include children and adolescents of ethnic minority in football. Walseth (2006b) found examples of young Muslim girls being excluded because of their socio-economic status and research indicate that socio-economic status is an important determinant concerning the participation of ethnic minorities (Strandbu et al. 2019). Nielsen et al. (2013) contribute to this claim, by stating that economic resources is one of the biggest determinants for the participation of ethnic minorities, where expensive membership fees, transportation charges and equipment, contributes to exclusion of children and youth of ethnic minorities. This indicates that football clubs should consider lowering the cost of participating in football and as Nielsen et al. (2013) suggest to lend expensive equipment out to children with low socio-economic status.

Strandbu et al. (2019) find that ethnic minority boys tend to participate more than ethnic majority boys in organised sports when comparing socio-economic status. Children and youth of families of low socio-economic status have significantly lowered possibilities for participating in organised sports (Vandermeerschen et al. 2015; Nielsen et al. 2012). This suggests that parents are an important determinant regarding sports participation of children and youth of low socio-economic status (Pot et al. 2019; Qunito Romani, 2019; Downward et al. 2014). Pot et al. (2016) found that when parents shared their values, opinions

and knowledge of football with their children it increased the possibilities of inclusion in football regardless of socio-economic status. Based on the findings in this review initiatives towards getting parents of low socio-economic status to be more involved in their children's participation are important as to increase the chances of including more children and youth of low socio-economic status in organised sports.

Sports interventions focussing on the connection between children, parents and local organisations in organised sports (Goossens et al. 2016), Schools (de Meij et al. 2010) and football clubs (Ryom, 2017) have succeeded in increasing the inclusion of ethnic minority youth. Further research in these sports interventions seems necessary, as they may potentially the inclusion of children and youth of ethnic majority and low socio-economic status. Future sports interventions should take the training environment into account, as research has indicated that a process-oriented environment is vital for inclusion in organised sport and is important to avoid exclusion based on culture, religion or socioeconomic status (Schailleé et al. 2017; Morela et al. 2017).

Based on findings in this review future research should focus more on football where different factors such as material-, social- and sporting capital in the families, the training environment, the parents' involvement in their children's sports, identity and gender should be taken into consideration.

Likewise, future sports interventions need to be specifically accustomed to the sub-groups having the least chances of participating in organised sports clubs and the interventions should be taking into account the determinants which could increase or decrease their participation (Toftegaard-Støckel et al. 2011).

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