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Gender-focused intervention strategy for the inclusion of socially disadvantaged students

[Estrategia de intervención con enfoque de género para la inclusión de educandos en desventaja social]

[Estratégia de intervenção com abordagem de gênero para a inclusão de estudantes em situação de desvantagem social]

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ABSTRACT

Introduction: The research was based on a diagnosis, which confirmed that theoretical limitations persist for the inclusion of socially disadvantaged students in the practice of nautical sports, a lack of pathways and procedures with a gender focus, which denotes an inadequate performance of socially disadvantaged students in practice and their exclusion in vulnerable communities.

Objective: to develop a gender-focused intervention strategy for the inclusion of socially disadvantaged students in the practice of nautical sports.

Materials and methods: The theoretical methods employed were analytical-synthetic and systemic-structural-functional. Empirical methods included documentary analysis and expert judgment. Descriptive and inferential statistics were used as mathematical-statistical methods.

Results: The new relationships that are revealed in the systemic interrelation between the components and categories of the intervention strategy, based on their definitions, the inclusive corrective method and didactic procedures, which contributes to the theory its essence, as well as the preventive procedure in the use of nautical sports as a means of inclusion, corroborating its feasibility based on the evaluative results issued by the selected experts.

Conclusions: The intervention strategy fosters the establishment of structural and functional relationships that explain how to contribute to the inclusion of socially disadvantaged students in the practice of water sports in vulnerable communities, with a gender focus. The feasibility of the intervention strategy was confirmed in its implementation based on favorable expert opinions.

Keywords: social disadvantage; water sports; students; strategy; intervention.

RESUMEN

Introducción: la investigación se realizó de un diagnóstico, donde se confirmó que persisten limitaciones teóricas para la inclusión de educandos en desventaja social a la práctica de los deportes náuticos, carencias de vías y procedimientos con enfoque de género, lo que denota una inadecuada actuación de los educandos en desventaja social en la praxis y su exclusión en las comunidades vulnerables.

Objetivo: elaborar una estrategia de intervención con enfoque de género para la inclusión de educandos en desventaja social a la práctica de los deportes náuticos.

Materiales y métodos: se emplearon como métodos teóricos de la investigación científica el analítico-sintético y el sistémico estructural funcional. De los empíricos, el análisis documental y el criterio de expertos. Como métodos matemático-estadísticos, la estadística descriptiva e inferencial.

Resultados: las nuevas relaciones que se develan en la interrelación sistémica entre los componentes y categorías de la estrategia de intervención, a partir de sus definiciones, el método correctivo inclusivo y procedimientos didácticos, lo cual aporta a la teoría su esencia, así como del proceder preventivo en la utilización de los deportes náuticos como medio de inclusión corroborándose su factibilidad a partir de los resultados evaluativos emitidos por los expertos seleccionados.

Conclusiones: la estrategia de intervención propicia establecer relaciones estructurales y funcionales que explican cómo contribuir a la inclusión de educandos en desventaja social a la práctica de los deportes náuticos en las comunidades vulnerables con enfoque de género. En la aplicación de la estrategia de intervención, se corroboró su factibilidad a partir de los criterios favorables de los expertos.

Palabras clave: desventaja social; deportes náuticos; educandos; estrategia; intervención.

RESUMO

Introdução: A pesquisa se baseia em um diagnóstico, que confirmou que persistem limitações teóricas para a inclusão de alunos socialmente desfavorecidos na prática de esportes aquáticos, carência de meios e procedimentos com perspectiva de gênero, o que denota desempenho inadequado dos alunos socialmente desfavorecidos na prática e sua exclusão em comunidades vulneráveis.

Objetivo: Desenvolver uma estratégia de intervenção sensível ao gênero para a inclusão de alunos socialmente desfavorecidos na prática de esportes aquáticos.

Materiais e métodos: Os métodos analítico-sintético e estrutural-funcional sistêmico foram utilizados como métodos teóricos de pesquisa científica. Das empíricas, análises

documentais e critérios periciais. Como métodos matemático-estatísticos, estatísticas descritivas e inferenciais.

Resultados: as novas relações que se revelam na inter-relação sistêmica entre os componentes e categorias da estratégia de intervenção, a partir de suas definições, o método corretivo inclusivo e os procedimentos didáticos, que conferem à teoria sua essência, bem como o procedimento preventivo na utilização dos esportes aquáticos como meio de inclusão, corroboram sua viabilidade a partir dos resultados avaliativos emitidos pelos especialistas selecionados.

Conclusões: A estratégia de intervenção promove o estabelecimento de relações estruturais e funcionais que expliquem como contribuir para a inclusão de alunos socialmente desfavorecidos na prática de esportes aquáticos em comunidades vulneráveis com perspectiva de gênero. Na implementação da estratégia de intervenção, sua viabilidade foi confirmada com base nos critérios favoráveis dos especialistas.

Palavras-chave: desvantagem social; esportes aquáticos; alunos; estratégia; intervenção.

INTRODUCTION

Physical activity and sport, social inclusion, and socially disadvantaged populations represent a novel field for Sports Science. As a means of social inclusion, it has been demonstrated that, in addition to serving as entertainment, it is used for achieving high levels of performance or as a leisure activity for children, youth, and adults. Therefore, it is a scenario where a large number of diverse people are involved, directly or indirectly, regardless of age, tastes, ethnicity, religious beliefs, or even sociocultural background.

From this perspective, it is clear that sport is a phenomenon of paramount importance in the lives of people in contemporary societies. In this endeavor, the potential of the different contexts in which it develops must be leveraged. Accordingly, this research utilizes the potential of nautical sports as a means of social inclusion for students from

disadvantaged backgrounds in vulnerable communities, promoting a gender-sensitive approach.

This research has revealed that numerous authors, both internationally, nationally, and locally, have addressed this line of inquiry related to preventative work in general, and specifically within the field of Physical Culture. Their works constitute valuable references for the foundation of this study.

At the international level, notable works include Fernández (2018), Bonilla (2019), Carnerero (2020), and González and Del Barrio (2022), among others, who offer an analysis of the background and evolution of the preventive process, applicable to a specific context. These investigations are considered to establish highly significant postulates; however, none of them address the use of water sports as a means of social inclusion for students from disadvantaged backgrounds in vulnerable communities, a perspective that would support the gendered approach conceived up to the time these works were written.

At the national level, the work of Filadoro (2004), who addresses preventive work in the teaching and learning process of sports, deserves special mention. Gallego (2006) and Muñoz (2016), on the other hand, contribute theories, concepts, and procedures regarding preventive work from a methodological perspective. They propose the adoption of specific positions, laws, methods, or approaches for its implementation within the subsystems of the National Education System. However, despite their theoretical value, they lack proposals specifically aimed at using water sports in preventive work as a means of inclusion and are devoid of a gender perspective.

The above was corroborated by the empirical investigations carried out during this research, as well as by the author's experience as a professor and researcher of social problems linked to the sports practice of the Faculty of Physical Culture in Guantánamo.

Among the main deficiencies detected in the diagnosis, the following stand out:

- Limitations in the theoretical, practical and methodological substrate for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.
- Lack of pathways and procedures for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities with a gender focus.
- Inadequate performance of students from socially disadvantaged backgrounds in practice, which denotes their exclusion from the practice of nautical sports in vulnerable communities.
- To address these shortcomings, the objective was set as follows: to develop a Gender-focused intervention strategy for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.

MATERIALS AND METHODS

Were used as theoretical methods of scientific research. From the empirical methods, documentary analysis and expert judgment were employed. As mathematical-statistical methods, descriptive and inferential statistics were used.

To assess the current state of inclusion of socially disadvantaged students in water sports within vulnerable communities, a sample of 53 socially disadvantaged students, 14 physical education teachers, and 2 administrators from the municipality of Caimanera was selected. The assessment began in September 2021 and continued until June 2024.

In operationalizing the variable, based on exchange with specialists and through a process of analysis, synthesis, reflection and generalization, it is understood to be necessary to consider that the theoretical domain encompasses the dimensions of

community preventive theoretical-methodological knowledge, preventive instrumental knowledge and preventive behavioral knowledge.

The dimension of community-based preventive theoretical and methodological knowledge relates to the cognitive mastery that administrators, physical education teachers, and students should possess regarding the regulatory documents on the inclusion of socially disadvantaged students in water sports within vulnerable communities, and the categorical system through which this process operates. This dimension also includes the relationships established between the categorical system of prevention, inclusion, social disadvantage contextualized within community vulnerability, and its characteristics.

The preventive instrumental dimension consists of the actions of managers, physical education teachers and students regarding the inclusion of socially disadvantaged students in vulnerable communities, as well as the methodological work carried out in this regard, and its implementation through the practice of nautical sports.

The preventive behavioral dimension consists of recognizing the commitment to the inclusion of students in socially disadvantaged situations, and the practice of nautical sports, as well as the assessment by managers, physical education teachers and students about their integration into vulnerable communities.

To obtain information about the indicators, a measurement scale was established with three levels: very adequate, adequate, and inadequate. The indicators were evaluated using the corresponding instruments to obtain the necessary information.

The reference to each of the dimensions with their respective indicators is shown below:

Dimension of preventive community theoretical-methodological knowledge

Indicators:

- Level of knowledge about the theoretical and methodological elements for social inclusion in the practice of nautical sports in communities.
- Mastery of regulatory documents to develop preventive work for social inclusion in vulnerable communities.
- Level of preparation to establish the link of the categorical system related to the preventive sports process.

Preventive instrumental dimension

Indicators:

- Level of use of pathways and procedures for social inclusion in sports.
- Degree of correspondence between planned objectives and applied procedures.
- Mastery of the pathways to establish the evaluation of social inclusion in sports.

Preventive behavioral dimension

Indicators:

- Mastery of strategies for the treatment of social inclusion in sports.
- Degree of demonstration in the modes of action during the fulfillment of the tasks planned by the school, the sports complex and the community.
- Level of belonging achieved from incorporation into the practice of nautical sports.

Main regularities observed

Managers lack the capacity to effectively implement initiatives that address inclusion and social disadvantage, thus requiring leaders who know how to manage these issues or who are willing to learn. There are evident limitations in developing an inclusive culture where managers, physical education teachers, students, and other stakeholders perceive water sports as a source of creativity and a way to address inclusion and social disadvantage.

In essence, the diagnosis revealed the following shortcomings:

- There are shortcomings in the use of didactic and methodological procedures that allow the treatment of inclusion and social disadvantage through nautical sports.
- Some managers and physical education teachers (61.7%) show limitations in their approach to addressing inclusion and social disadvantage in relation to the development of emerging behaviors and a renewed approach, and therefore, the inadequate transmission of these aspects creates limitations in students.
- Inadequate conception of nautical sports (65%), for the treatment of inclusion and social disadvantage in vulnerable communities.

Regarding the potential, there is interest from Physical Culture teachers and students in addressing inclusion and social disadvantage in vulnerable communities from a different perspective, and the directors report feeling willing to face the new changes that arise in the process.

In general, the theoretical gap in this research is generated by the existing shortcomings in the process of addressing inclusion and social disadvantage in vulnerable communities using water sports, which denotes the need for their inclusion through the implementation of an intervention strategy with a gender focus.

RESULTS AND DISCUSSION

Based on the results obtained in the initial diagnosis, a gender-focused intervention strategy is proposed as a solution to the problem stated, in response to the research question and in accordance with the objectives, for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities.

The approach moved from the general to the specific regarding the actions, procedures, and recommendations for each stage.

The above can be summarized as follows:

- Objective of the intervention strategy: to solve the problem of the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities with a gender focus.
- Actors in the strategy: managers, physical education teachers, and students from socially disadvantaged backgrounds.
- Stages of the strategy: Diagnosis, design and execution, and control.

Actions of the strategy:

1. Study, by making a diagnosis, the students in socially disadvantaged situations.
2. To train managers and physical education teachers in terms of inclusion and attention to students from socially disadvantaged backgrounds.
3. Evaluate, using an abstract statistical model, the final effects on the group of learners.

The inclusion criteria for the intervention strategy were as follows:

- To agree to participate in the study.
- Belonging to and residing in the South People's Council.
- Be eight years of age or older.
- Not to have any illnesses or physical impairments that would prevent him/her from cooperating with the investigation.

The established exit criteria were:

- Those who wish to drop out of the study.
- Those who change their address or job during the course of the investigation.

After obtaining informed consent, a socio-demographic survey was administered and individual and family medical records, educational materials, and family activity reports were reviewed; subsequently, the following instruments were used:

- *The "Coopersmith Self-Esteem Scale"* consists of a Likert scale made up of 25 items where the subject must respond affirmatively or negatively, allowing for a quantitative evaluation of self-esteem.
- Guide for the study of lifestyle: questionnaire developed and validated in 2018 by González BI, which evaluates seven areas: physical conditions, eating habits, toxic habits, sexuality, self-care and medical care, free time and emotional state; its rating is also quantitative and makes it possible to diagnose lifestyles.
- Genogram or family relationship map.
- Ecomap or map of relationships with other systems in the environment.

The gender-focused intervention strategy was carried out in three stages:

Stage 1. Diagnosis, socio-demographic characterization of the sample and assumption of the inclusive preventive procedure.

In the first stage, a preliminary diagnosis was made with the different human resources planned to intervene in the materialization of the proposal and its objective was: to characterize the level of preparation of the Physical Culture teachers based on their projection and positioning in the inclusive preventive procedure.

Actions:

- Develop the instruments for the application of the comprehensive diagnosis that responds to the objectives proposed for the establishment of the inclusive preventive procedure.
- Apply the comprehensive pedagogical diagnosis and infer results.

Procedures:

- To conceive the content of the different types of activities and forms of methodological work for the application of the diagnosis.
- Apply the inclusive preventive procedure in accordance with the results of the diagnosis to ensure the execution of the following stages.

Recommendations:

- The training needs of teachers will be identified and made known.
- To coordinate the execution of the next stages and give continuity to the previous one.

Stage 2. Design, planning and implementation of preventive inclusive integration.

Gender-focused intervention strategy: A gender-focused intervention strategy was designed and implemented in accordance with the problems identified in the first stage and with various types of activities to improve the quality of life of socially disadvantaged students in vulnerable communities. Its main objectives were:

- Implement educational actions on norms, prejudices, rejections, perception and observation, including self-care, self-esteem and respect for human dignity at any age.
- Increase interpersonal and group communication.
- Promote intersectoral and community participation.

The intervention process consisted of 24 two-hour sessions, held twice a week. Three (3) groups of 13 students and one (1) group of 14 students were created for this purpose.

Integrative workshop for the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities

Objective: To enable Physical Culture teachers to implement the theoretical-methodological conception in the stage of inclusion of students in social disadvantage to the practice of nautical sports in vulnerable communities.

Didactic-methodological procedure:

- The process will begin by selecting the most qualified Physical Education teacher to lead the planned workshop.
- A fundamental premise is the use of group dynamics; therefore, participants are divided into teams. Following this, the following question will be posed to those present: Are you prepared and willing to enhance your skills in order to improve the inclusive prevention process?
- To do this, we will start with the different criteria for the inclusion of students from socially disadvantaged backgrounds, then we will analyze the terms that make it up:
- How can vulnerable communities proceed to include socially disadvantaged students in the practice of water sports?
- What is the contribution of methodological educational programs to addressing social disadvantage in the inclusion of students in vulnerable communities?
- What do you consider to be our main shortcomings in the inclusion of socially disadvantaged students in vulnerable communities?
- This procedure allows for a holistic approach to achieving inclusive transformation through the conscious application of diverse methods. It ensures an inclusive corrective process for the inclusion of socially disadvantaged students, evaluates the applied methods, and determines the level of contextualization within vulnerable communities as an expression of their mode of action. It includes the compensation and temporary correction of errors made during this process. It reveals its creative and dynamic nature by directly impacting the integration of instruction with education, and the connection between theory and practice.

Theoretical-practical class with socially disadvantaged students for their incorporation into the practice of nautical sports:

Initially, they will be shown a video about the practice of dinghy sailing with a prior observation guide that will highlight the following main guidelines:

- Are you motivated to practice this sport?
- Implement educational actions on norms, prejudices, rejections, perception and observation, including self-care, self-esteem and respect for human dignity at any age.
- Increase interpersonal and group communication.
- Promote intersectoral and community participation.

Stage 3. Evaluation of the impacts of community inclusion and of the variables initially studied.

In this stage, the following actions were taken: actions and activities were also conceived and developed, including the integrative workshops that were used to promote an exchange between the Physical Culture teachers, which fostered and prevailed in them a positioning in the theory and procedures used for its evaluation based on the impacts obtained.

All of this was achieved while maintaining an integrated approach that, in turn, fostered teamwork, contributing to the consolidation of theoretical and procedural knowledge regarding the inclusion of socially disadvantaged students in the practice of water sports within vulnerable communities. It was necessary to describe each planned activity in detail, along with its respective methodological framework.

These stages of the gender-focused intervention strategy to contribute to the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities have a dialectical and interdependent relationship, comply with the principles of systematicity and system, and are embodied in the following scheme (Figure 1).

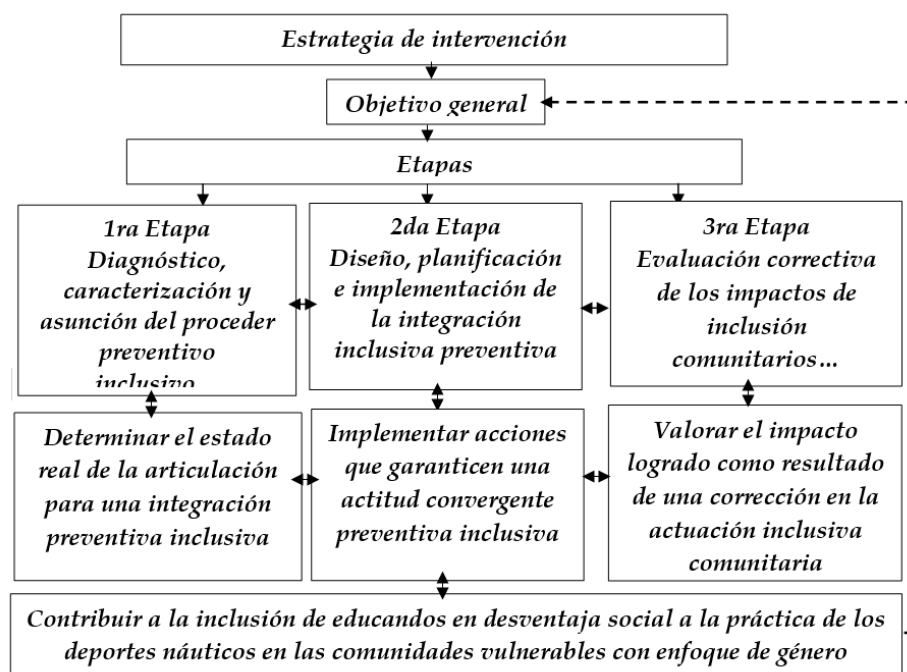


Fig. 1. - Methodology structure. Structure of the gender-focused intervention strategy for the inclusion of socially disadvantaged students in the practice of water sports in vulnerable communities

In accordance with the study conducted and the literature review, Filadoro (2004) addresses preventive work in the teaching-learning process of sports. On the other hand, Gallego (2006) and Muñoz (2016) contribute theories, concepts, and procedures regarding preventive work from a methodological perspective. They propose the adoption of specific positions, laws, methods, or approaches for its implementation in the subsystems of the National Education System. However, despite their theoretical value, they lack proposals aimed at using water sports in preventive work as a means of inclusion and are devoid of a gender perspective.

For these reasons and in accordance with the priorities of the National Education System and Sports Education, pathways and procedures must be established that, in their structure and functionality, reveal the treatment with a gender and inclusive approach to the practice of nautical sports in vulnerable communities.

CONCLUSIONS

The intervention strategy fosters the establishment of structural and functional relationships that explain how to contribute to the inclusion of socially disadvantaged students in the practice of nautical sports in vulnerable communities with a gender focus.

In the application of the intervention strategy, its feasibility was corroborated based on the favorable criteria of the experts.

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Conflict of interest:

The authors declare no conflict of interest.

Authors' contributions:

Rafael Charón La O: drafting of the original (first version), instrument development, and concept conception.

Eudis Milán Leyva: translation of terms and information obtained, statistical analysis, drafting of the original (first version), review of the bibliographic style guidelines, revision and final version of the article, creation of tables, graphs, and images, general guidance on the topic, application of instruments, compilation of data from the applied instruments, and literature search and review.

Yuri Torres Acosta: statistical analysis, authorship coordinator, translation of terms and information obtained, proofreading of the article, and instrument development.



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