


# Judo as a tool for social integration in adolescents at risk of social exclusion: A pilot study

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## ABSTRACT

**Purpose:** Social policies of the advanced countries have begun to incorporate sport to speak on manifestations of social exclusion, as tool to reach out to young people, strengthen their identity or enhance self-esteem vulnerable groups. Judo can be a good tool for the fulfilment of this purpose because has a philosophy and educational practice that contains much of the core competencies of the educational system. The aim of this study is to analyse the incidence of judo practice in changing attitudes, values, norms and capabilities across organizational forms as a means of enhancing socialization in their interventions with young people at risk of social exclusion. **Material/Methods:** We used a qualitative research methodology, linked to interpretive or comprehensive paradigm with various methods of data collection: interviews (open o semi-structured), participant observation and literature review. The sample consists of 15 adolescents, 4 girls and 11 boys, of whom have been intervened in six cases. **Results:** The most significant findings have been is in the area of collaboration and cooperation. The dimension with the greatest improvement was related to cognitive aspects. It is observed a total acceptance in the sports rule, which will help to improve the acceptance of social norms. **Conclusions:** The results show that judo can be a reinforcement on different personal aspects of these young people and to serve as a tool of socialization. **Keywords:** Martial arts; Social cohesion; Social exclusion; Sports; Socialization.

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## INTRODUCTION

We started wondering if judo is a valid instrument socialization of youth living in situations of social vulnerability. The answer is not easy, since the dynamics that lead to situations of social vulnerability are multiple and involve psychological, educational, family, economic, structural aspects. And the benefits of sport not only depend on the sport itself, but of all aspects, conditions and contexts in which it is practiced. Thus, in this context of uncertainty, we can expect that the answer to the research question must be resolved gradually and in stages.

Two basic concepts that will be presented legitimize and give meaning to the research question: the concept of social exclusion and the concept of Judo as a sport.

Social exclusion is a process which is reached by a set of unfavourable circumstances driven primarily by structural inequality that affect or preclude the establishment of social ties and effective links with social support networks (Guiddens, 1992). Thus, social exclusion is triggered as a result of a temporary coexistence of several factors:

First, a low or insufficient to acquire or enjoy the material goods that enables the environment, second, a network of relationships, social capital and social support poor or unsatisfactory, considering the family, neighbourhood or purchasing power support professional, and finally, a third trigger has to do with the weakening or failure of some of the personal, emotional maladjustment such as resources, disorientation or loss of identity and learned helplessness.

It is a reality that has evolved as they have changed the societies and their members, and therefore, forms of manifestation, the causes that provoke and forms of intervention (Masllorens, 1991). There has been no social group with zero degree of exclusion or marginalization of some of its members within the group (Gil, 2002). The social cohesion generates no individualization spaces (Puig, 1996; Steiner, 2003), and increased vulnerability to the establishment of social order. Every culture is formed and organized from a shared system of signs and agreed to guide and determine the habits and modes of behaviour. Functionalism social practices, traditions and cultural rituals have beneficial aspects for the stability and survival of the systems, using education as an instrument of social reproduction and cultural transmission. A healthy society is one in which much of the values and ritualized practices (Baert, 2001) are shared.

Currently social exclusion is considered as a multifactorial phenomenon (Karsz, 2004). A concept that involves multiple dimensions and variables, such as: educational dimension, residential dimension, socio-health dimension, relational dimension, economic dimension and family dimension. To Feroso (1994) the family dimension is the main source of maladjustment and juvenile delinquency. Masllorens (1991) believes that social exclusion is a major economic dimension, where unemployment and the persistence over time causes other exclusion factors: difficulties in achieving life goals.

### ***On the practice of judo***

Judo conceived as a method of physical education, based on aid and mutual prosperity, where ethics and symbolism of combat are essential function to help students become aware of the fact that physical confrontation is merely a pretext for learn how to be managed adversity, thus contributing to the formation of his personality by training, an experience that served to create consistency, discipline, strength, openness and strength of character (Matsumoto & Konno, 2005; Zaggelidis, Mavrovouniotis, Argyriadou, & Ciucurel, 2013). The judo intrinsically carries a number of emotional, emotional, spiritual, physical, mechanical, motors

intellect, that make up the inside of the person as a unit. So, judo may be the way to make the best use of physical and mental energy, which must be combined at all times and in all areas of daily life.

The structure of judo has some particular codes, its own culture. Their systems, their heritage, their customs and traditions form a common language, which has become a universal language among its practitioners (Brousse & Matsumoto, 1999). This factor allows space dojo is a place suitable for social integration judokas from other countries and for integration into the difference. Judo can help in the process of forming integrated approach intercultural groups from around the sport and physical activity and body communication (Capelleti, 2002; Cechini, 1989; Donoue, 1987; García, Carratalá, Sterkowicz, & Escobar-Molina, 2009; Montero, 2010; Ventura, 1995).

The cooperative spirit permeates the practice of judo, cannot exist without cooperation progression. The cooperation is based on respect for others and promotes the values of solidarity and social responsibility. Judo emphasizes the ethical components to be placed in a central position on respect for people and places of practice (Reynes & Lorant, 2002). Develop a culture that promotes self-control, while impulsive behaviour and violence hampers. The experience of physical confrontation develops affirmation and self-control, these two factors are defined in terms of a human environment and a code of behaviour. This teaching acquired with practice, very solid contributor to learning the basic principles of the public way. The mutual esteem produces the physical challenge, the acceptance of the result of the confrontation, the development of analytical skills and adaptation makes control activities help of a prominent building at the individual and social personality of the student.

Respect the opponent, self-control, promotes expression of the will to win, in a framework delimited by shared rules and reinforce the importance attached to the values of effort, courage and discipline. These are the reasons why you should safeguard the ethics inherent to combat activities, while it implements a ritual, with a strong cultural connotation, which is the translation of this ethic. The greeting is a label element expressing respect, admiration, appreciation, gratitude and appreciation to the symbol, the idea, the teacher, the colleague, the adversary. It is a subtle regulator unavoidable aggressive behaviour that make each of the disciplines. The rules of etiquette are based on the order, respect and care. These three qualities are necessary to acquire skills both in sport and in life.

The practice of judo group promotes the appearance of close social relationships that can persist throughout life and allows the construction of primary groups around the activity. Furthermore, the type of body relationship occurs in judo classes are unique, and allows socialization processes difficult to reproduce in other social contexts. The notion of contact and overcoming social barriers of body away, allowing an interaction that has affective and emotional components. Carratalá & Carratalá (2000) refers to socialization through sport Judo as a process by which people acquire knowledge, skills and attitudes, provision allowing them to participate as full members of groups and society. Specifically the development of aspects of expression and communication and increased personal relationships with peers, promotes decision making in complex situations.

The objective of this research was to analyse the incidence of judo practice in changing attitudes, values, norms and capabilities across organizational forms as a means of enhancing socialization in their interventions with young people at risk of social exclusion. In addition we plan aims to promote the practice of using judo their particular educational system as tool to educate on respect for the rules, peers and themselves through fighting games.

## METHODS

We have used a qualitative research methodology, linked to interpretive or comprehensive paradigm, approach characterized by the analysis of reality with the choice of several methods of data collection (Maxwell, 2009). In qualitative research through the use of techniques such as interviews, life histories, case studies or documentary analysis, the researcher can merge his observations contributed by others (Rodríguez Gómez, Gil Flores, & García Jiménez, 1996).

### **Participants**

The participants were formed by a group of young adolescents at risk of social exclusion, integrated into the program INTEGRA of the Generalitat Valenciana. The sample consists of the total students in the course, a total of 15 adolescents (4 girls and 11 boys), of whom have been involved in six cases.

### **Overall procedure**

An intervention Judo's sport program was designed, developed in the Faculty of Sport Sciences facilities. The sessions were led by a Bachelor of Science in physical activity and sport Judo specialist and were given two days a week, in sessions of one hour, over 24 weeks, adjusting the school calendar.

For the collection of data, each session was filmed and at the end of each day, record the observed behaviours according to the dimensions of the observation templates, viewing the recordings of the most technical and difficult to observe aspects.

At the end of each class, 3 observation tables were filled in: one by the tutor of the students (ST), another by the judo monitor (JM) and the last by the researcher (R) who gathered the data, all three presents in all the sessions.

The reason why the observation template is filled by three different people simultaneously is because it has been taken into account that not all research strategies have universal applicability, but there are data that can only be recorded from the observations of the participants.

Through the triangulation of observers, the analysis of the phenomenon is carried out by different people where to give greater strength to the findings usually come from different disciplines, thus reducing the error bias (Giacomini, Cook, & Group, 2000).

In addition, each student passes an interview in order to meet their personal, family environment and its relationship with the sport as well as their perception of the practice of judo throughout the program. Likewise, an interview was conducted with the tutor of the students with questions referred to them with the objective of knowing their behaviour in the classroom, their opinion of the program, as well as their perception of the practice of judo throughout the sessions.

### **Tools**

We have used methodological triangulation and considering the paradigm and the object of study, we have used for data collection: participant observation and interviews, relying on secondary analysis and content analysis (Patton, 2002).

The data collection was performed by Observation Techniques through video analysis and content registered in the forms of observation (Table 1), as a tool of social scientific research and information gathering

technique. On the other hand, through interviews with program participants and their teachers, with a script conversationally established to organize information about their experiences.

For data analysis we used content analysis as a method of interpretation of all the data we have been collecting the three techniques presented, analysis templates observation, secondary analysis and interviews. We assigned a numerical value to these categories and have transformed into graphs to analyse the trend in each category (Pope, Ziebland, & Mays, 2000).

Table 1. Observation sheet

Dimensions	Variables	Measurable indicators	Quantitative analysis (value)	Qualitative analysis (annotations)
Sports	Standard sports	Knowledge of the standard	1	
		Accordance	2	
		They obey the standard	3	
		Recognize the authority	4	
	Social relations	Participation assertive	1	
		Negotiation and dialogue	2	
		Proposed activities	3	
		Relate	4	
	Competition	Cooperate / Teamwork	1	
		Adaptability	2	
		Resolve conflicts	3	
	Cognition	Understand what is explained	1	
		Apply what there are told	2	
		Motivation	3	
		Evaluate what makes	4	
	Emotional capacity	Expression of emotions	1	
		Recognition of emotions	2	
		Emotional management	3	
	Morality	Attend classes	1	
		Participate in classes	2	
Metacognitive capacity		3		
Punctuality		4		
Hygienic	Take care of your appearance	1		
	No conscious aspect	2		

### Data analysis

For data analysis we used content analysis as a method of interpretation of all the data we have been collecting the three techniques presented, analysis templates observation, secondary analysis and interviews. We assigned a numerical value to these dimensions (i.e. standard sports, social relations, competition, cognition, emotional capacity, morality and hygienic) and have transformed into graphs to analyse the trend in each category.

## RESULTS

For analysis of the data was analysed in a structured way and individualized the observations made.

### Case 1

Is a young, introvert, serious, persevering and the most responsible and capable of performing the proposed activities. Bothered when the rest of the group interrupted the class, which drew attention to the group, all students showed him respect, and he showed his respect for the teacher.

JM: *"This guy is very capable of carrying out the proposed activities"*.

ST: *"If the judo teacher manages to earn the respect of Case 1 will get the classroom climate is positive"*.

R: *"This student seems the leader of the class"*.

He has reached the size of the standard of sport as a whole, being in constant evolution and fulfilling the three categories that encompass this dimension (knowledge of standard, conformity of the standard and recognition of authority). Respect the teacher and recognized as the authority figure in the classroom.

It relates to everyone in the class and negotiates and communicates with both their peers and the teacher to propose activities during class. We observed an improvement in this dimension, improving negotiation and dialogue both with peers and with the teacher.

Collaborate with others so orders, without disturbing, and is involved in conflict resolution presented during the activities. Improvements have been in cooperation, teamwork and conflict resolution.

R: *"In today's session we have seen the evolution when Case 1 cooperating in the decision making without imposing his decisions"*.

ST: *"Case 1 is having an evolution in tolerance in his behaviour toward others"*.

JM: *"Case 1 accepts better and better the opinion of his classmates"*.

In the cognitive dimension progress seen in the motivation and understanding of the indications given by the teacher and try to apply the assigned tasks. It has fully met the categories that comprise being constant in his progress.

Regarding the emotional, moral and hygienic capacity, is more expressive and able to manage more of their emotions. Attends and participates judo sessions throughout the class constantly. It is timely in coming to classes and begin activities. Take care of your physical appearance and dress and do not wear any accessories during class.

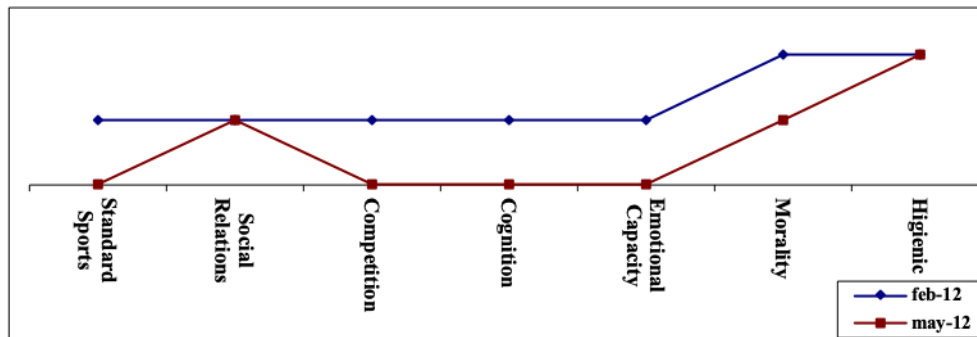


Figure 1. Evolution of variables during practice. Case 1

## Case 2

He is introverted and serious. No disruptive behaviours exhibited unless he were with Case 3. At the beginning of the sessions he was thinking to other things and it was difficult to integrate into the activity, after bit by bit their participation was more active.

ST: *“At the beginning of the class he seemed absent”.*

JM: *“Case 2 did not show excessive interest in entering the dynamics of the class”.*

Knowledge and assimilation into the sporting rule is appreciated. Progresses in some categories (knowledge and obedience of the standard) and decreases in others (conformity), being irregular in its evolution. Recognizes the teacher as the authority but not always heed immediately.

R: *“At this point I see that Case 2 has progressed from the first session on the normative aspect but instead I see him increasingly nonconformist with the activities that are proposed”.*

ST: *“Case 2 accept the monitor as the authority of the class”.*

He is related to most of his classmates doing all fighting games, fighting, etc., and with the teacher too. In this dimension (i.e. social relations) evolution was observed in some of the categories. Maintenance is observed in some categories (i.e. in the dimension of competence), appreciated he liked team games that takes a cooperative work (Cooperation/Work in teams).

JM: *“Case 2 has not shown any inconvenience in performing the proposed exercises with the rest of his classmates, be they boys or girls. I do not see evolution regarding the competition item”.*

R: *“Enjoy team games but find it hard to motivate yourself in the exercises to practice judo techniques”.*

Improved motivation and understanding is appreciated, effectively doing what the teacher explained. Better managed their positive emotions (excitement, joy, etc.). Much change in morality is not perceived, attends meetings and participates in them, not constantly but is easily distracted, a change is observed in the punctuality when entering the classroom. It is neat and takes judo costume as well throughout the session, take care of their appearance and not to carry any accessories for the realization of the class of judo.

ST: *"I have noticed an improvement in the management of their emotions. Case 2 is not so distracted anymore, which helps him to perform better the exercises that the judo teacher commands"*.

JM: *"Your punctuality has improved"*.

R: *"It takes care of its image and personal cleanliness; it worries of taking in perfect state the judogi"*.

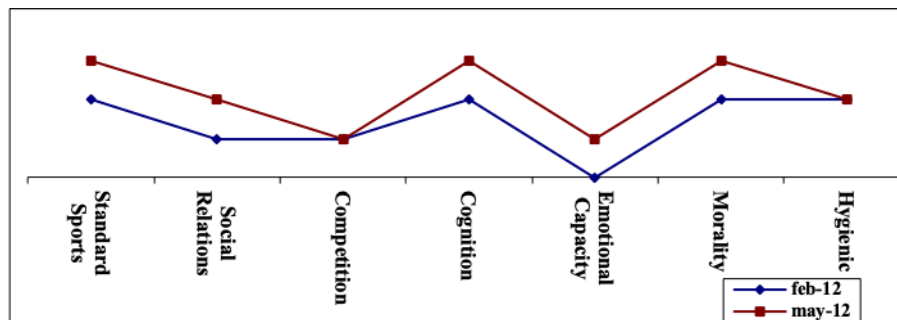


Figure 2. Evolution of variables during practice. Case 2

### Case 3

He only performs activities when he likes. Disruptive behaviour during class and the teacher must constantly draw your attention. An evolution in the understanding of the rules is observed, namely, observing a respect in the realization of judo's greeting, do not always agree with the rules of the game, so you have not seen an evolution in obedience and acceptance of the rules. Recognizes that the teacher is the authority during class time and not always immediately ignore.

R: *"Case 3 only carried out the activities that interested him"*.

JM: *"As Case 3 was not interested today's activity kept making excuses about the rules of the games"*.

He relates to everyone, especially students, Case 2 and Case 4, highlighting the amount "proposed activities". Cooperates with peers at the beginning of class and then he is distracted, only works when doing team competition. Evolution seen in motivation especially in the final part of the session (randori) and is more attentive to the teacher's instructions.

JM: *"Case 3 does not stop proposing activities or exercises to play but he does not want to take care of the rest"*.

ST: *"Case 3 is especially motivated to improve in the randori of the final part"*.

The emotional capacity is maintained, expresses emotions, laugh and enjoy the class, cares about his teammates. Attends and participates in all kind of activities, in recent sessions improved their punctuality.

R: *"Case 3 is seen enjoying the sessions. During the exercises, ask the classmates about their feelings"*.

JM: *"Punctuality has improved since the last sessions"*.



During the sessions well as keeps the costume and perform basic hygiene before. Evolution was observed in the awareness of the importance of proper gear, in the first sessions he came with the jogging pants.

JM: “*Finally Case 3 has come with the full judogi*”.

ST: “*It is observed that Case 3 has taken care of hygiene for the practice of judo*”.

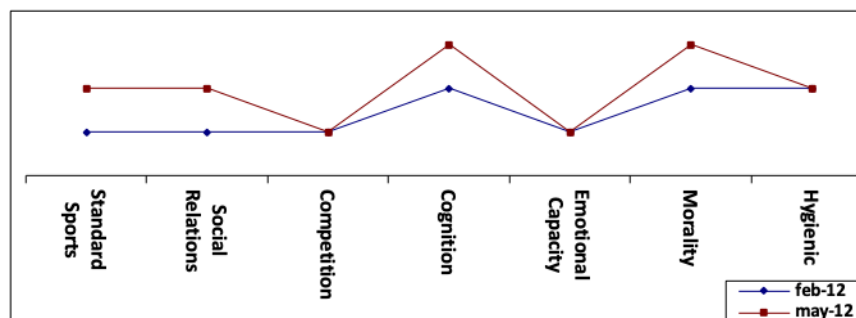


Figure 3. Evolution of variables during practice. Case 3

#### Case 4

He is a young extroverted, very restless, being the opposite of his brother (who also participated in the project). At the beginning was a little reluctant to judo, but began to show concern was making him want to learn more and more. Also cost to maintain attention for a long time, which led him to be constantly drawing attention and sometimes disrupt class with some disruptive behaviour.

JM: “He shows a willingness to learn, but his level of over-excitement causes him to go out of time with the rhythm of the class and interrupt it constantly”.

Regarding the sports rule progress in knowledge, respect and obedience to the rules of sports games as seen also in turn Judo, but especially by the standard of the initial and final wave of judo. Acknowledge and obey the teacher as the authority during the session, but according to the sanctions was seen.

It relates to all his classmates and interacts with them. Shows no problems when working with others, is spontaneous in the way of relating. Cooperates and works together to achieve the goals in competitive games, collaborate to resolve conflicts presented when performing the activities proposed for the best way to perform them. Appreciate an increase in motivation throughout the class, taking the teacher's instructions to apply their best. In the dimension of morality can be seen an evolution of this dimension, attend all classes and participate in them, improved timeliness and randori achieved the ability to self-regulate their learning, planning what strategies must use in each specific situation, implement and control the process of practice.

Take care of your physical appearance and proper gear, while performing basic hygiene rules before starting.

JM: “The evolution of the student has been remarkable. He is now able to conduct a full session without delaying the rest of the class with its unnecessary interruptions”.

ST: “Case 4 seems more relaxed and aware that he must adopt the rules imposed on him for the sake of coexistence and class development”.

R: "This subject has modified his behaviour at all levels since the beginning of the sessions, and, at least, within the tatami shows respect for the figure of power, letting him make his explanations without interrupting".

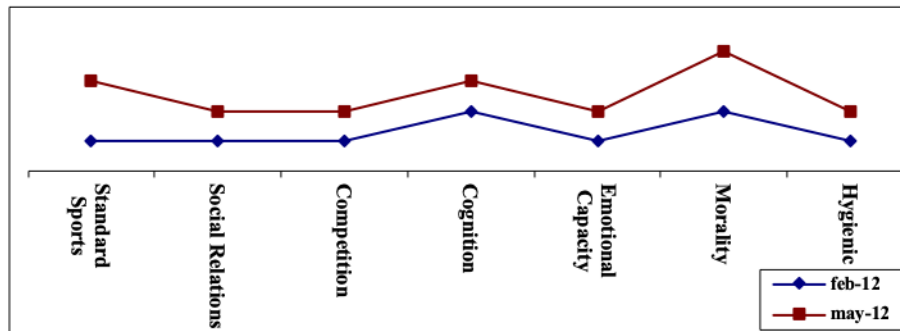


Figure 4. Evolution of variables during practice. Case 4

### Case 5

Is that more behavioural problems initially presented, had a defiant attitude. Showed interest in the meetings and participated actively. He had to remember the rules and who was the authority for the class.

In the sports rule, it was observed an evolution (knowledge, respect for the rule, obedience to rules and recognition of authority) and a decline other. It relates to his teammates and shows your progress in the proposed activities. In the last session than at the start cooperating, helping strategize and solve issues during the activities.

JM: *"Case 5 likes contact sport, and that shows. Throughout the sessions he has become familiar with the rules of sport and accepts them, as well as the figure of the master as superior, contrary to what it seemed at first"*.

In the cognitive dimension progress in their categories is also achieved, seen more motivation to the activities and not lose focus on the activities as easily as in the first session, comprising explained and apply what is taught by the teacher. In the emotional dimension of perceived ability to show more emotion.

In the dimension of morality, a distinct change in his punctuality, arrive on time, attends meetings and participates in them constantly. In the dimension of health, it is appreciated that much more concerned to have their well-ordered outfit, have correctly judogi knotted throughout the class, but are not able to influence personal hygiene.

ST: *"The student shows respectful and cooperative behaviour at the end of the study, and shows a desire to continue learning. The only aspect of concern now remains personal hygiene"*.

R: *"Case 5 has become a respectful pupil who recognizes the figure of the teacher as a person who wants to help him and does not confront him. It seems that he wants to continue the practice of Judo, but he must improve his personal hygiene so as not to encounter problems in relating with other classmates who may reject him for it"*.

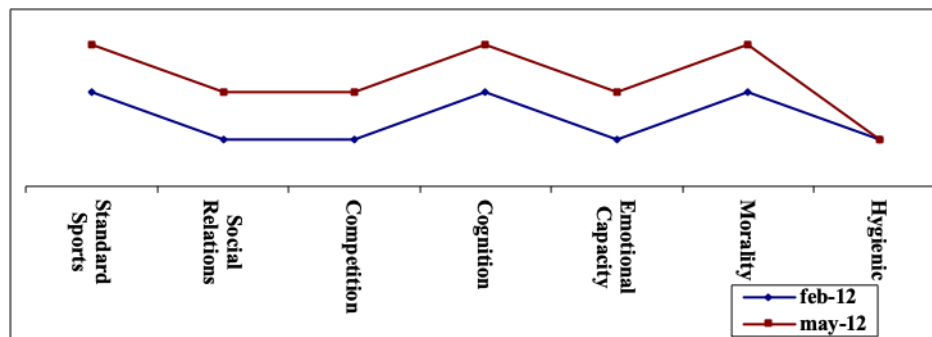


Figure 5. Evolution of variables during practice. Case 5

### Case 6

These young is the more respectful and politer the whole class, but their academic performance is very low for its lack of involvement. Ignores all directions during class and was active, had no problems getting along with his teammates but always worked with it, is very concerned about their personal image and especially as it is the judogi (judo suit) that represent a major problem.

ST: *"This student is quite educated but has a lack of involvement in the academic field that causes him to get poor results"*.

JM: *"Does not accept to wear the judogi"*.

In most of the observed dimensions maintenance or decreased at the end of the sessions of judo, because it participates in the first session and then decide to attend but not participate in them, just look is appreciated.

JM: *"It seems that the student does not participate in the session because he has problems with physical contact, although the relationship with his classmates seems to be good"*.

R: *"Although at first she seemed to be a student who would do all the sessions without problems, the student prefers not to get involved in them, but does not show disruptive behaviours that influence her development"*.

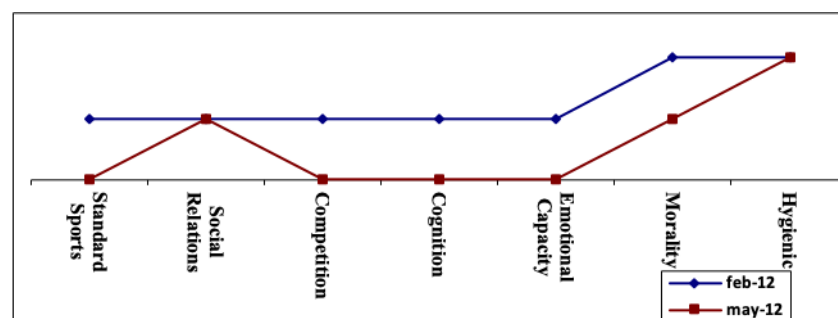


Figure 6. Evolution of variables during practice. Case 6

### Tutor Interviews

From the different interviews we can see that they are young people who either come from a low social class family or simply that parents have neglected their children's education.

ST: *"Many do not live with their parents, because there are some who have their father or mother locked up in prison, and most of them usually live with grandparents, and others who live with older brothers or with an uncle. They are not family nuclei like ours with father, mother and children".*

So, they are teenagers who have no motivation for studying. This disinterest creates an academic dropout whose consequence is students with a level of knowledge much lower than their peers that prevents them from being able to follow the rhythm of a normal class.

ST: *"Well, most of them are like furniture inside the classroom. They are there then cause many problems because of course, they are all the morning doing nothing because they annoy the teachers, they annoy the rest of the group, they do not care that you expel them, it does not matter to them to give them admonitions because they go home and the parents already they have assumed that they will not continue studying ... then they are quite problematic"... "I am sure that this program is being positive for them, they are going 100%".*

Through this program, attendance at classes and learning is encouraged through a much more dynamic and fun methodology, where they try not to leave the school prematurely and thus obtain a curricular base where they can then choose to enter a cycle of basic professional training, thus improving their quality of life by being able to obtain training that allows access to a qualified job.

ST: *"They love it. The other day it was a more applied class that taught them how to defend themselves and such, and I listened as they commented among themselves the techniques JM and such had taught them ... and when they talk about something it is because they are interested".*

## DISCUSSION

Answering the research question can say that the practice of judo in youth at risk of social exclusion can become an effective tool for social integration, this due to the rich content of the teaching of social and individual values present in this discipline . But to make this possible must meet certain conditions, as in the case study:

That young practitioners have some intrinsic motivation to practice and understand so much as a social activity.

That the educator in his speech to be able to create an optimal environment for the psycho sports work.

At first, preliminary answers can be found in the studies previously made as Maza (1999; 2001), Gutiérrez (2003) or Gómez (2009), at the national level, or Porro (2002) or Karsz (2004), internationally. Indicating that sports are considered appropriate for the socialization of the participants with the acquisition by its practice of desirable social values and the development of personality characteristics (leadership, cooperation, respect for rules, sportsmanship, self-control, personal achievement, orientation collectively, respect for opponents). But on the other hand, sport cause socializing effect in children at risk of exclusion and exclusion only if accompanied by the development and stability of other variables and supplementary educational tools, but never will alone or in isolation.

Registration data does not have an upward continuity, like the impact on youth centres. The data obtained indicate that the initiation time judo has led to the knowledge of other code novel social cohesion for all youth

participants' judo, which has proved practical for acceptance and respect for rules, self-control, for acceptance of the other's difference and coexistence. In general, some of the young participants have tolerated the singularities in the educational learning judo has placed them. Results according to the extracted studies conducted by Brousse & Matsumoto (1999), and Gómez-Ferrer & Rodríguez (2010).

In the general work in judo sessions and time spent assembling the mat it was observed an increase in collaborative and cooperative work. As these results coincide with what you explained in your Brousse (2002) study, Gómez-Ferrer & Rodríguez (2010). Furthermore, the observed results indicate that a positive change in terms of moral values such as punctuality, attendance, that can help them follow basic rules in society, as the authors indicate judo practice can contribute the development of moral students (Brousse, 2002; Gómez-Ferrer & Rodríguez, 2010).

Judo and other sports become teaching tools if done strictly trainers and educational objectives. Judo, as it is not inclusive education and in all cases of people facing social exclusion. For this to happen it must meet a series of conditions on the active agents of sport: educators and educators, practitioners, families, etc. People are, socialize and integrate a set of educational activities. The consistency of the messages of these educators' agents is leading to substantial integration processes.

## CONCLUSIONS

Judo can be a reinforcement on different personal aspects of these young people and to serve as a tool of socialization. The success of psychoeducational interventions through judo, is at least not worse in their condition, to get a steady job with benefits over a long period of time.

The most relevant findings have been is in the area of collaboration and cooperation. The dimension with the greatest improvement was related to cognitive aspects in cases 1, 2, 3, 4. Total acceptance in the sports rule, which may help to improve the acceptance of social norms is observed. The dimension of health has improved in most study subjects, watching personal care has changed the habit of exercise and proper hygienic use judo suit.

Teachers responsible for the formation of these young people show a positive attitude towards the use of judo as a helpful tool for the socialization of young people at risk of social exclusion, as it is seen as another form of social cohesion and can deliver different values (respect for both standards as the adversary, discipline, etc.).

For judo truly becomes a tool for training and integration of people, there needs to be a coherent work and networking among at least four officers: the same practitioner, family, government and professional's education and sport. The coordination of these four areas and their responsibility and consistency between them, definitely determine the success of the practice of judo as an educational tool for young people at social risk.

Despite having lots of information about aspects of personal, academic, family and emotional lives of children at risk of social exclusion, there is always a margin of data that we cannot access, either because nobody provides it to us, or because they belong to the unconscious of each privacy. Data required for a closer study theme.

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