ATHLISI- PROMOTION OF SOCIAL INTEGRATION THROUGH THE
TRAINING OF COACHES AND SPORT CLUBS
Agreement number: 572870-EPP-1-2016-1-EL-SPO-SCP

WP2- TRAINING NEEDS ANALYSIS
Comparative Report

www.cesie.org

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*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*
INTRODUCTION

The main aim of the ATHLISI project is to increase the participation of children from disadvantaged target groups to the activities of the sport clubs, proposing as the most adequate solution the training of the representatives of the sport clubs and the coaches and the promotion of the cooperation of the sport clubs with the local community. In the framework of the ATHLISI sport project, a Training Needs Analysis has been undertaken, it was composed of two researches (Desk research and Field research) conducted by each partner country (Italy, Malta, Cyprus, Greece, Slovenia and Bulgaria).

In July 2016, all the partners (CESIE, Fopsim, EUROSUCCESS, Irodoros, Action Synergy, APGA, Footura) carried out a desk research with the aim to collect information about the existing sport clubs in each local context and the sports initiatives/training courses concerning the active involvement of coaches and sport clubs in social inclusion at the local community level. During the desk research data from existing resources was collected, including online information and digital publications. Within the desk research all the partners were asked to identify three best practices on implemented training courses for sport clubs and coaches aimed at promoting social inclusion of children from disadvantaged social groups at local and national level.

In September 2016, all the partners carried out also a field research with the method of Community Consultation Groups in the framework of ABCD (Asset Based Community Development) encouraging and establishing participation of the local community. Each partner implemented two focus groups with two different target groups:

- the first one was organised with experts, such as coaches and sport clubs in the field of sport
- the second one with the local community (parents, gym users etc.).

The main purpose of the Training Needs Analysis was to explore the role that coaches and sport clubs could have in promoting the social inclusion as well as the main skills and knowledge that they need to develop.

This Comparative Report is a summary of the results of the researches undertaken by ATHLISI partners that will be essential to develop the training material for the training of coaches and sport clubs.
1. DESK RESEARCH

1.1. GEOGRAPHICAL CONTEXT AND OVERVIEW OF THE LOCAL SPORT CLUBS

CESIE, as coordinator of this part of the research organised a Research and Review Plan addressed to the project partners containing some suggestions that partners used during the implementation phase. The desk research was divided into 4 parts:

1. Description of the community and the context
2. Current and previous initiatives promoting the active involvement of coaches and sport clubs in the social inclusion of disadvantaged children
3. Description of how sport clubs interact with the local community
4. Examples of trainings for sport clubs and coaches to promote social integration in the local context of other target groups not included in the project

The idea was to understand the context of the countries involved in the project in regards to the presence of migrants and foreigners and the level of social integration and how the sport clubs work in the local context also for the promotion of social inclusion for disadvantaged groups.

Greece:

The municipality of Megara is one of 325 municipalities of Greece and is located in the western part of Attica. The municipality is located 42 km from the capital of the country, Athens and connected to it by road and rail and includes the cities of Megara and New Peramos and the settlements of Kinetta, Pachi, Alepochori, Meli District, Vlychos District (Roma Community), Neraki, Loutropyrgos, Vlychada, Koumindri. The total area of the municipality that stretches from the Corinthian to the Saronic Gulf is 330.3 km². According to the last official census of 2011 in the municipality boundaries lived 36,924 inhabitants of which 19,590 men and 17,370 women.
About 1070 families are now living below the poverty line and rely on social program for providing basic food and hygiene goods and medicines.

According to the census of 2011 3.727 foreigners (Albanians, Indians, Pakistanis, etc.) live in Megara that correspond to 10.09% of the total population of the municipality.

Regarding the Roma population (data collected from the Social Services of the Municipality of Megara) in the municipal boundaries reside 265 families of which 161 are families with lots of children. There are 400 children aged 3-16 years who are in these Roma families. The municipality of Megara provides sports facilities and equipment for a full range of activities. In addition, there are private sport clubs and community centers which offer the chance to enjoy and benefit from physical activity.

The sports facilities controlled by the public entity of social solidarity and Sports "Irodoros" aims to promote sport activity and raise public awareness of social and cultural issues. The sport clubs during their operation have developed cooperation and supported from:

1. The Municipality of Megara provides staff, equipment for conducting sporting events and sport activities.

2. The Public Entity of Social Solidarity and Sports "Irodoros" of the Municipality of Megara supports the sport clubs by ensuring the maintenance and proper operation of sports facilities which host the

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trainings and the championships games. Moreover, in collaboration with the sports ministry, national sports federations and local sport clubs “Irodoros” organize activities including different programs to encourage the participation of migrants and ethnic minorities, or initiatives to remove the barriers to accessing different positions in sports organizations.

3. The Greek Police and the Coast Guard ensure the safe realization of competitions and sporting events.

4. Two volunteer groups "Kouros" and "Research & Rescue team of Megara" which are located in the city of Megara. These two volunteering groups with high social contribution have volunteers and means for supporting the sport events.

5. The Boy Scouts of Megara and New Peramos offering significant assistance in organizing sports events.

6. Different sponsor from the local businesses.

**Malta:**

At the end of 2014, the total population of Malta stood at an estimated 429,344 – an increase of 0.9 per cent when compared to the previous year. The majority of the population was constituted of Maltese residents (93.6 per cent) while the remaining 6.4 per cent (27,476) were foreigners.

As it is been noticed that most immigrants of Malta reside in southern areas of the island fading within the 34.2% of the Maltese population. The reason for the migrants settling within southern area of the island would be due to the area being more developed than north of middle meaning there could be more work opportunity and activities they could be involved in.
It has been suggested by local authorities that there are clubs/associations possibly being able to offer their service and work with this project to promote social integration with minority groups in Malta i.e. migrants from EU and outside. However since this a new project introduced in Malta there isn’t any date and evidence suggesting that those associations ever worked with migrants hence best codes of practice are only applicable to wider groups i.e. Maltese residents/citizens. Researching the clubs providing sport activities to children it has been noticed that there are many activities during summer days that children of any age groups can attend (mainly there is cost associated with participations) proving successful codes of practise and professionalism form those associations. Research carried out in local communities explains awareness of disadvantaged people in the island of Malta. There is approximately 1300 migrant children aged between 0 and 19 meaning that fairly large number of them could be taking part of sport activities around the island to socialise and learn how to adopt into Maltese life style and live in harmony with Maltese citizens.
Cyprus:

These past few years Cyprus is in the center of social–economic development. Cypriot Community accepts the massive arrival of foreign workers. Regarding the statistic information of Municipal Education direction, during the school year 2009-2010 the number of immigrant students enrolled in primary school in Cyprus the total number is 50,475 of student. The number represents the percentage of each class 11,7% in total the students school population in primary schools.

The school of primary education respecting the culture, traditions, and customs of immigrant children developed every year several activities that allow the interaction of cultures, which brings children of other country origin with Greek culture elements.

The Council of ministers approved the policy document of the intercultural education. The minister of education and culture promote the introduction for the following measures, with the aim of reintegration and normalizing the integration of immigrant students in the school system and Cyprus society:

- Educational training was organized by the teachers pedagogical institute to teach Greek as a second language to promote the interaction of these children with the local community.
- Reception guide for newcomers have been translated into eight languages with basic information about their students and their parents about the education system in Cyprus.
- Adding intercultural elements in curricula and textbooks, to be set up under the changes in the structure and content of education.
- Producing and creating the appropriate education and training materials as well as utilization of teaching material produced in Greece.

The Adult Education Centres established various programs to support adults and students, for example: learning the Greek language program from children repatriated Cypriots, returnees and other immigrant children elementary school, tutorial of Greek
language than Turkish Cypriots tutorial of Greek language Immigrants and foreigners residents of Cyprus, as well as providing support program for translation and interpretation.

In addition to the above actions, the municipal Education sent to all schools by September 2013 detailed circular recording the implemented policy, proposing concrete suggestions for the smooth integration of immigrant children.

**Bulgaria:**

Bulgaria is a member country of European Union since 2007 and for that time country politics in area of sport became more adequate to contemporary conditions - through relevant internal and external projects. European union programs - like Erasmus mostly, contribute for the development of sports sector in general. Since its start few years ago, Erasmus + Sport develops clubs, communities, state politics and international cooperation in many ways and all of them are related to the direct improvement of administrative, theoretical, practical and experimental opportunities for the clubs and sports organizations.

Started in 2013, Association Footura works mainly in city of Sofia - capital of Bulgaria with over 2 million citizens. The two main target groups for realisation of our project activities and other sports initiatives are: students (14 -18) and university students (18-25), people in active age - 25 - 45 years old. These groups divide in sub-groups stated by district of living, age, favorite sport to practice, etc. One of our main focus is to develop the periphery areas of our capital with successfully realised projects in the villages of Doganovo, Kokaliane, Dolna Malina, Iliyantsi, Kremikovtsi, etc. (all of them in Sofia municipality). The members of these communities are very often disadvantaged in many ways - lack of information and in risk of social exclusion, living in village areas - far from the city centre where social and sport life are more intensive, people with social problems, ethnic minorities and migrants, children without good example (role-model) and big perspectives, people who don't have the possibility to see the positive dimensions of sport and physical activities directly. There are a lot of registered sports clubs in Sofia - over 350, most of them are not professional; some of them are amateur sport clubs, others are associations of sport clubs, third are sport
organizations, there are students sport clubs, etc.

**Italy:**

Italy is a country which in the last decade has faced many challenges in terms of social policies, having been severely hit by the financial crisis and experiencing both intense influxes of asylum seekers and a renewed large-scale out-migration. Sicily is one of the five Italian autonomous regions, in terms of territorial extension is the biggest one and is composed of nine administrative provinces. With more than 5 million residents it is one of the regions with the highest emigration rate in the country (also concerning internal migration to the North) and the largest one as of share of asylum seekers hosted (16% of the total according to ISTAT). Overall, some 162,000 of the residents are foreign-born. In particular, the Province of Palermo, which is the fifth largest city in Italy, includes 82 municipalities and has a population of about 1.2 million, whose 37,000 are foreign born and mostly concentrated in urban centres. Lastly, at the national level it is essential to remark the alarming population ageing trend (42 years is the average age in Palermo) and a decrease of the total population by 130,000 units in 2015 compared to 2014. Palermo often represents a transit city for many asylum seekers reaching the Sicilian coasts and then also heading North or abroad. Nonetheless, referring to those who decide to stay and keeping into consideration 1) old migration channels and patterns 2) the volume of the intra-European migration and 3) the fact that so far the recent waves of asylum seekers have not had a significant impact on the composition of the foreign population at the regional/local level, as indeed the biggest foreign national communities in Palermo are the Bangladeshi, the Sri Lankan and the Romanian ones.
Table 1:

<table>
<thead>
<tr>
<th>Main foreign nationalities in Palermo as of 31\textsuperscript{st} Dec 2015 (thousands and percentage value)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
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<tr>
<td>Sri Lanka</td>
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<td>Romania</td>
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<tr>
<td>Ghana</td>
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<td>Philippines</td>
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<td>Morocco</td>
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<tr>
<td>Tunisia</td>
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<tr>
<td>China</td>
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<tr>
<td>Mauritius</td>
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</tbody>
</table>

Source: Municipality of Palermo, Bilancio sociale 2015 (Social evaluation 2015)\textsuperscript{1}

The website of the “Office for sport and sport centers” of the City of Palermo identifies 11 public structures that are used by sport associations, NGOs and other bodies for sports like martial arts, badminton, volleyball, basketball, handball, gymnastic and football. Looking at the visibility of the various initiatives, and probably also for cultural reasons, it is undeniable that football often represents the most powerful mean of mobilization and social engagement for disadvantaged groups, while teenagers and young men with migration background are generally the main target groups of initiatives that openly refer to anti-discrimination and social inclusion.

With reference to the number of associations and amateur sport clubs in the territory, the National Olympic Committee (CONI) regularly updates a register which is also used for official communications with the Internal Revenue Authority for tax purposes.
It suggests that as of November 2014 the total number of associations, including National Sport Federations (FSN), Associated Sport Disciplines (DSA) and Entities for Sport Promotion (EPS) at the national level are 94,538, whose 7,636 in Sicily. CONI does not provide disaggregated data by province, and the only available information is the one reported by the Golden pages (in Italy *Pagine gialle*), which indicates 133 “sport associations and federations” in the Palermo Province.

**Slovenia:**

The municipality of Velenje is located in Savinjsko-Šaleška region which is one of twelve regions in Slovenia. The heart of the municipality is the town of Velenje, a predominantly industrial centre, which is fast becoming the hub of the Savinjsko-Šaleška region with highly developed trade and other administrative, educational and other business sectors. Around 75% of the population in Velenje are immigrants from Bosnia, Croatia, Serbia, Kosovo, Montenegro and Macedonia. Though population census taken in 2002 shows 70% are Slovene nationality, 18% are other nationality and 12% are undefined. Fact is that it is the second or third generation immigrants and statistics probably indicates a good integration of different cultures and nations. From 1950 to 1980, it was a big wave of economic migration from the republics of the former Yugoslavia, now Serbia, Croatia, Bosnia and Macedonia, to Velenje. Majority of population, are therefore originally non Slovenian nationality. Although they maintain to preserve their national identity, also due to fact that together with the Slovenians they are deriving from the common country, they don’t have a special need to asserting their national identity. We can state that although Velenje is a multicultural city of different nationalities there are no disadvantages regarding nationality among them. There are 127 sport clubs in Velenje out of which 48 are members of local Sports federations and whose programs are recognized to be in public interest and are therefore co-financed out of public funds:

- 4 carry out programs for people with disabilities, including 620 participants all ages and both genders.
• 22 carry out recreational programs, including 2500 participants all ages and both genders
• 9 carry out programs for top level sport, including 125 participants age 20+
• 17 carry out programs for competitive sport, including 480 participants age 20+
• 20 carry out programs for youth competitive sport, including 2200 youth from age 10-19
• 31 carry out programs for youth extracurricular activities, including 2500 school children

1.2. INITIATIVES

Although sport is considered as a mean of integration and social inclusion in each partner country partners had many difficulties to find sports initiatives which can promote the active involvement of coaches and sport clubs in the promotion of the social inclusion of children coming from disadvantaged social groups in a local area. As it was difficult to find many policy/social initiatives in this field, the whole partnership think that ATHLISI project can be very innovative in each local community and that through ATHLISI project more local stakeholders will be interested in participating and being involved in initiatives promoting the social inclusion of disadvantaged children in sports activities. Nevertheless, thanks to the ATHLISI research some initiatives have been identified that could be also adaptable to the training material that will be developed in the next steps of ATHLISI project.
Country specific information

MALTA

The Gzira Local Council organizes a weeklong event titled ‘Sport and Cultural Week’ – with the motto ‘Social Integration Through Sports and Culture’ the event will culminate on the 20th November 2016, which is ‘World Children’s Day. The event is open for children with their families with all activities for free. Children will be able to participate in the following activities: martial arts festival, badminton tournament, table tennis festival, basketball games and others activities. On the 20th of November, a number of different activities will be organised including: bouncy castles, fun fairs, trampolines, games, magic shows, live music shows and other activities.

This initiative is supported by a number of non-governmental organisations in Malta and also aims...
“Peace players International”¹: it was established by two brothers Brendan and Sean Tuohey, spent time coaching youth basketball in Northern Ireland. From 2007 the organisation operates in Cyprus bringing together Greek-Cypriot and Turkish-Cypriot youth to play, learn and build positive relationships that overcome generations of mistrust and formidable physical barriers to

"Team of Hope"²: they work with socially disadvantaged people and refugees and enable more than 70% of participants to return to education, employment, and a stable home. Over the past year, they have made a particular effort to recruit Romani participants into their football programme to combat social exclusion.

¹ https://www.peaceplayersintl.org/
² https://www.homelessworldcup.org/team/bulgaria/
Sport popolare in spazio pubblico (People’s sport in public space): The objective is the creation and the affirmation of a city model based on the idea of pluralism and inclusion, for a community where everyone feels a sense of belonging and starting from disadvantaged neighborhoods and from social groups with fewer opportunities.

The 2016 campaign included the following initiatives:

• “Un Calcio al Razzismo” (a kick to racism) – 8° edition of the football and volleyball tournament “Un Campo per il CEP” (a camp for CEP- a suburb in Palermo)- 4° edition of the football and volleyball tournament
• “Mammaliturchi”: sport, music and entertainment– 4° edition
• “Torneo BaddarHome” – 1° edition of the football tournament
• “Mediterraneo Antirazzista 2016” (Mediterranean against racism) – various tournaments in six Italian cities.
• “100 metri antirazzisti” (100 meters against racism) - social dinner, street

http://www.zeninsieme.it/sport-popolare-spazio-pubblico/
1.3. BEST PRACTICES

During this implementation phase the project partners found difficulties to identify three best practices of training courses for sport clubs and coaches aimed at promoting social inclusion of children from disadvantaged social groups. Specific trainings opportunities on social inclusion for sport club staff are often offered as part of broader events (also EU funded), and in general, the professional courses for future coaches and the obtainment of the license provided by national leading entities, leagues and federations include in their curriculum some references to the psychosocial development of the final beneficiaries. Nonetheless, as the following examples show, in general it is not possible to define such courses as specific training on social inclusion, confirming the need to develop further tools to improve the overall understanding, increase the skills and maximize the social impact of all the actors working in the field of sport. These results allow an added value to the ATHLISI project since it can have an impact in all the 6 partner countries considering the training material and course for coaches and sport clubs very innovative in the EU countries.

Below there are the most relevant examples of best practices for Athlisi project.

**Cyprus:**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>UEFA Pro License</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF THE PROVIDER OF THE TRAINING COURSE</td>
<td>The training course is provided by the Cyprus Football Association, which has a collaboration agreement with UEFA, with the UEFA coaching convention and their license.</td>
</tr>
<tr>
<td>CONTACT DETAILS</td>
<td>Cyprus Football Association (CFA)</td>
</tr>
<tr>
<td></td>
<td>Telephone: +357 22352341, +357 77771606</td>
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<tr>
<td></td>
<td>E-mail: <a href="mailto:info@cfa.com.cy">info@cfa.com.cy</a></td>
</tr>
</tbody>
</table>
### SUMMARY

This training course concerns training for coaches, with UEFA license. It has a total duration of two years, with total training hours of 320 or more. It includes theoretical as well as practical lessons from Monday to Friday, 08:00 – 17:00.

In the theoretical classes lessons of: sports management, statistical game analysis, video analysis of games, tactics, fitness, nutrition, sports psychology, arbitration, doping, exercise physiology, scouting are included.

In the practical courses: coaching in the game, small sided-games, phase of game, training methods, group strategy and physical condition and solving tactical problems in the game. It is worthy to note that, throughout all the stages of these courses, psychological modules are always included. Especially in the UEFA C Grassroots football that deals with children and amateur football, there is a particular module that concerns the tackle of discrimination among children and the promotion of equality. It is important to mention that the motto “Football with no discriminations” is a central one in all the courses offered by CFA and UEFA

### CONTENT

**Which topic is covered:**

- cooperation with local stakeholders- some municipalities have their own established academies.

### IMPLEMENTATION METHOD

- Face to face

### REFERENCE

*Link to the training course or, if any, to the source of the information:*

http://www.cfa.com.cy/Gr/page/189 (GR, no EN version available)
Greece:

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Kallipateira</th>
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<tbody>
<tr>
<td>NAME OF THE PROVIDER OF THE TRAINING COURSE</td>
<td>Greek Ministry of Education</td>
</tr>
<tr>
<td>CONTACT DETAILS</td>
<td>Greek Ministry of Education</td>
</tr>
<tr>
<td>Postal address: Andrea Papandreou 2 – Marousi – 15180 – Greece</td>
<td></td>
</tr>
<tr>
<td>Telephone number: +302103442000</td>
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<table>
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<tr>
<th>SUMMARY</th>
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| As a continuation of the Olympic Education program which had important pedagogic developed the program called “Kallipateira”, which was funded by 75% by the European Union and 25% from Ministry of Education. The content of the Act Implementing promoting programs equality in society - Kallipateira emphasizes the culture of equality in school community and promote the active participation of children in matters related to moral development and behavior. The program aimed to post-Olympic use of the expertise and support of democratic and tolerant character of our young people as key goals of the modern citizen.  

Specifically, the program aimed at encouraging actions to support a healthy, open and modern society with innovative approach through the physical education and sports. Physical education is a subject in the school weekly program requires students’ cooperation, teamwork, mutual respect, mutual support, solidarity and acceptance, regardless of gender, origin, social and cultural background. The main objectives of “Kallipateira” program were:

- active participation - tri students to acquire knowledge,
- b) the understanding that the sport and life are all different, but all are equal, |
• c) to encourage actions to support a healthy, open and tolerant society,
• d) to promote intercultural education,
• e) the improvement of students' communication skills and
• g) the creative and peaceful coexistence without prejudice.

All the physical education teachers of working in the program attended a weekly intensive training program was completed in December 2006. The training was intended:

a) the proper preparation of teachers for physical education new data and program requirements,
b) to strengthen knowledge them,
c) the development of teaching skills that would help them to become effective in achieving the program's objectives in relation to schoolchildren.

The program through motor activities, games and sports tried to encourage students to acquire new knowledge, skills and experiences that would contribute to differentiate attitudes, perceptions, the feelings, and values to develop morally and diversify their behaviour. The program focused on values that had to do with respect for diversity, as they perceived it today (religion, race, ethnicity, culture, gender, social status, abilities) and to convey solidarity and respect in diversity. Regardless, then, of the individual needs of the students, the program provided an opportunity to adapt the game and of course in general, so that everyone can play, learn and participate actively. Based on the above, the “Kallipateira” program has continuity program of Olympic education, aiming at broadening the objectives of Course of physical education and its evolution.

**OBJECTIVES**

- Promoting equality in society
- Promotion of human rights
- Tolerance for diversity
- Respect for other cultures
- Manage Conflicts peacefully

**CONTENT**

Which topic is covered?

✓ Cooperation with local stakeholders (ex. schools, municipalities etc.)
Italy:

<table>
<thead>
<tr>
<th>TITLE</th>
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<tbody>
<tr>
<td>Training for new coaches</td>
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<table>
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<tr>
<th>CONTACT DETAILS</th>
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<tbody>
<tr>
<td>CSI Milan</td>
</tr>
<tr>
<td>Training office tel.: +39 02 58391414; e-mail: <a href="mailto:formazione@csi.milano.it">formazione@csi.milano.it</a> Web link: <a href="http://www.csi.milano.it/">http://www.csi.milano.it/</a></td>
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<table>
<thead>
<tr>
<th>NAME OF THE PROVIDER OF THE TRAINING COURSE</th>
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<tr>
<td>CSI (Centro Sportivo Italiano – Italian Sport Centre), Local Committee of Milan, Region Lombardia, Italy</td>
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<tr>
<th>SUMMARY</th>
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<tr>
<td>The training for New Coaches organized by CSI Milan (Italian Sport Centre) aims to provide basic knowledge and skills to aspiring coaches and educators with experience in the area of sport (minimum age 16 years), paying particular attention to the specific competences needed to engage children (8-10 years old) in sport activities. The course promotes CSI vision and values of social inclusion through sport (in particular football, volleyball and basketball) and is structured in seven modules that cover both theoretical and practical aspects of sport education and coaching. Participants who successfully pass the final exam are entitled to sign up in the National Registers and the successive participation in a 1st level Course for Coaches allow them to get the two-year Coach License.</td>
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<tr>
<th>OBJECTIVE</th>
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<tr>
<td>To provide basic knowledge and skills to people who want to become coaches, paying particular attention to the competences needed to specifically engage children (8-10 years old) in sport activities.</td>
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<tr>
<th>CONTENT</th>
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<tbody>
<tr>
<td>Which topic is covered? X methods/initiatives to attract children from disadvantaged group to the sport clubs</td>
</tr>
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<tr>
<th>TARGET</th>
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<tbody>
<tr>
<td>Aspiring coaches and educators with experience in the area of sport, who have never taken training for coaches and do not have experience as coaches. Minimum age: 16 years old.</td>
</tr>
</tbody>
</table>
### ACTORS INVOLVED

- Sport clubs
- Coaches
- Disadvantaged children
- Clubs members
- Local institutions
- Associations
- Community organisations
- Families
- Schools
- Families
- Schools

### IMPLEMENTATION METHOD

- Online
- Face to face
- Blended

### ASSESSMENT/CERTIFICATION

Participants who successfully pass the final exam are entitled to sign up in the National Registers and the successive participation in a 1st level Course for Coaches allow them to get the two-year Coach License.

### REFERENCE

http://www.calciatori.com/notizie/csi-corso-per-allenatori

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**Malta:**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Sport, Partnership, Inclusion and Network (SPIN) project</th>
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<tbody>
<tr>
<td>CONTACT DETAILS</td>
<td>Kurt Wachter</td>
</tr>
<tr>
<td></td>
<td>Möllwaldplatz 5/3</td>
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<tr>
<td></td>
<td>e-mail: <a href="mailto:wachter@vidc.org">wachter@vidc.org</a></td>
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<td></td>
<td>Fax + 43 1 7133594 73</td>
</tr>
</tbody>
</table>

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
<table>
<thead>
<tr>
<th><strong>NAME OF THE PROVIDER OF THE TRAINING COURSE</strong></th>
<th>Erasmus + Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUMMARY</strong></td>
<td></td>
</tr>
<tr>
<td>A. Baseline Study-Access, Participation &amp; Exclusion of migrants and minorities in European sport Qualitative study on issues of access, participation and exclusion of migrants and ethnic minorities in European sport. B. Supporting Volunteering of Migrants in Sports: Developing a European Quality Mark Scheme and Trainings Developing a European migrants volunteering in sports Quality Mark Scheme and Trainings. This core module includes National Round Table Meetings, the recruitment of clubs and volunteers, a European Training Seminar in Dublin (12-14 June 15) and National Training Workshops C. FARE Action Weeks 2015: Raising public awareness on exclusion (8.–23 October 2015) Grass roots events with a focus on disadvantaged migrant and ethnic minority groups and the participation of female groups and young people D. European Week of Sport 2016: Facilitating inclusive partnership events (September 2016) Facilitating inclusive partnership events. Sport clubs &amp; associations work closely with migrants to host inclusive events E. Networking Conference: Levelling the Playing Field – Make Sport accessible for Minorities (Oct/Nov 2016, Budapest)</td>
<td></td>
</tr>
<tr>
<td><strong>OBJECTIVE</strong></td>
<td></td>
</tr>
<tr>
<td>To strengthen the social inclusion of immigrants by increasing the involvement and active participation of immigrants in mainstream sport. Furthermore mainstream sport institutions should be made more accessible and open for the migrant communities. Promoting dialogue between long-standing sport institutions, migrant sport organisations and national/local authorities in order to make full use of the potential integrative and intercultural power of different sports. Raising awareness about the problem of ethnic discrimination and racism in European sport and foster equal rights in sports. Everybody should have the right to practice sport irrespective of nationality, ethnic origin, religion, sexual orientation, disability, gender or economic status.</td>
<td></td>
</tr>
<tr>
<td><strong>TARGET</strong></td>
<td></td>
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<tr>
<td>those who are at risk of social exclusion in particular migrants.</td>
<td></td>
</tr>
</tbody>
</table>
## ACTORS INVOLVED

The project partnership encompasses NGOs and sport organizations from seven EU countries including Camino (Germany), UISP (Italy), Football Association of Ireland (FAI), Liikkukaa (Finland), Mahatma Gandhi Human Rights Organisation (Hungary), SJPF- Portuguese Players Union (Portugal), VIDC-FairPlay (Austria) as the lead organization.

## REFERENCE

http://www.sportinclusion.net/
2. FIELD RESEARCH

The field research was implemented with the method of Community Consultation Groups in the framework of ABCD (Asset Based Community Development)\(^4\). This approach of developing community interest groups empowers communities to be centre stage in the design/coproduction and application of the research process encouraging and establishing participation and ownership of the process through a citizen and community based framework. ABCD considers local assets - people, their relationships, networks and associations - as the primary building blocks of sustainable community development. Building on the skills of local residents, the power of local associations, and the supportive functions of local institutions, asset-based community development draws upon existing community strengths to build stronger, more sustainable communities for the future. The crucial insight is that people, families and wider community-based organisations have quite extraordinary capacities that could be mobilised to help meet key issues related with the role that coaches and sport clubs could have on the promotion of social inclusion. Each partner organisation (CESIE, Fopsim, EUROSUCCESS, Irodoros, Action Synergy, APGA, Footura) carried out two focus groups:

1. with coaches and sport clubs
2. with local community (parents, gym users etc.)

In total 84 people have been interviewed. In the following part there is the detailed description of the main results of the focus groups.

\(^4\) [http://www.abcdinstitute.org/index.html]
### Table 4:

<table>
<thead>
<tr>
<th>Country</th>
<th>Date</th>
<th>Tot. Num. of participants</th>
<th>TGs Represented</th>
<th>Method used for the recruitment</th>
<th>Duration of the meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>21/09/2016</td>
<td>22</td>
<td>Sport clubs, parents, cultural club</td>
<td>Written invitation</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Slovenia</td>
<td>15/09/2016</td>
<td>8</td>
<td>Sport clubs &amp; local community</td>
<td>Personal contact. Questionnaires were sent via e-mail</td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td>16/09/2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyprus</td>
<td>11/08/2016</td>
<td>12</td>
<td>Coaches, directors of sport clubs, youth workers, parents</td>
<td></td>
<td>60 min</td>
</tr>
<tr>
<td></td>
<td>02/09/2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Italy</td>
<td>16/09/2016</td>
<td>15</td>
<td>Coaches, sport clubs, local users of gym</td>
<td>Phone calls, e-mail</td>
<td>180 min</td>
</tr>
<tr>
<td></td>
<td>20/09/2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulgaria</td>
<td>19/09/2016</td>
<td>28</td>
<td>Sport clubs managers, coaches</td>
<td>e-mail, social network, phone call</td>
<td>2 hours</td>
</tr>
<tr>
<td></td>
<td>24/09/2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2.1. FIRST FOCUS GROUP’S RESULTS

1) **Do you think that sport could be considered as a tool for the inclusion of disadvantaged people?**

For all the interviewed sport is considered an useful mean of social inclusion, as a matter of fact the observance of the rules during sports activities can promote values, as equality. Sport also is a tool to promote socialization, integration and self-esteem. Sport clubs and associations play an important role in terms of social inclusion especially for disadvantaged groups but the public structures and services are not appropriate for children and they are not so familiar with the promotion of social inclusion. Moreover, free access to sport is particularly important for the groups whose difficulties already absorb a lot of money for treatment or other services (e.g. disability or autism).

2) **Have you ever participated directly or have you ever organized sports activities with children from disadvantaged social groups? If yes, give some examples.**

This question was asked to the participants during the focus groups with coaches and sport clubs:

- **Italy**: projects and initiatives are isolated and there is no follow up. Only two participants that are coaches in sport clubs affirmed that they organized Paralympics tournaments in some schools with swimming and sailing classes;
- **Greece**: according to the participants’ opinion usually sport clubs don’t organise any proactive activities to reach children from disadvantaged groups;
- **Cyprus**: some of the coaches that participated in tournaments and championships they are not able to identify children from disadvantaged groups.
3) Have you attended any training courses addressed to coaches in which you have developed knowledge on how to promote social inclusion in sport?

In the each country it’s impossible to mention specific training courses: it is more common to find specific modules on gender issues, eating disorders and interculturality. In order to become coach some trainers attended a basic training to get the license.

The aim of the ATHLISI project is to develop the professional skills and competencies of the coaches and members of sport clubs in the issue of the promotion of the social role of the sport club and the promotion of social inclusion through sports. The project tackles this problem by developing the skills of the coaches and members of the sport clubs and by supporting the cooperation and networking between the sport clubs, the local communities and important stakeholders in local level such as local authorities and schools. In order to extend the geographical scope and impact of the project, ATHLISI will organize also e-learning courses. The project aims to have concrete and measurable impact to the local communities and therefore it is providing particular attention to practical implementation of the skills acquired during the training. For this reason, every partner country asked to the participants of the focus groups to identify individually the three soft skills that are considered most important for them in their daily work. Indeed, along with some personal skills that coaches should have for working with children, such as communication or empathy, they must have general organizational skills, which allow them to determine children needs, how to arrange their time and to manage conflict situations.
2.2 SECOND FOCUS GROUP’S RESULTS

1) **What are the benefits of sport to your community?**

- **Italy**: sport fosters benefits from different perspectives, at the individual level for the physical development that it determines, as stimulus to overcome personal limits and set goals, but also at the community level in terms of teamwork and respect for the others (no equality of outcomes, each person...
does what he/she can and develop him/herself in relation to the others). Sport activities contribute to prevent many disease and health problems, and therefore a sporty and healthy population is likely to determine savings in healthcare. Nowadays public policies in the health sector have to cope \textit{ex post} with problems linked to hyper-production, obesity, pollution, stress whereas sport could help in prevention. Sport is important for interactions and socialization in the context of a heterogeneous society and sport education should cover also issues such as gender (still many gender stereotypes in sport), stereotypes, respect of the rules, teamwork.

- **Slovenia**: sport benefits people both for the physical development and for the social identity
- **Cyprus**: development of social skills and abilities; reduction of criminalization and the psychological issues, as anxiety and depression
- **Bulgaria**: sport could be a tool for the social inclusion
- **Greece**: sport keeps children out of drugs/ electronic games
- **Malta**: health, social and stress relief, big help for contributing integration of people.

2) **In the sport clubs located in your community there are any sports activities intended to include children from disadvantaged social groups?**

- **Italy**: mostly of the sport clubs works with teenagers aged between 12 and 17 years from disadvantaged neighborhood. La “Palestra Popolare” (people’s gym) represents the only affordable space for sport activities in this area of the city. Some young migrants also frequent the gym but mostly for individual training because of the linguistic barrier.

- **Bulgaria**: "Inter Campus" is a long-term social program developed in 1997 under the auspices of FC "Internazionale" - Milan. Bulgaria and Brazil are the first two countries that are part of this program from the start. In Bulgaria there are 5 centers "Inter Campus" – in small cities
Bania, Troyan and Sapareva banya and in the villages – Vrabevo and Novo Selo, with more than 200 children aged between 6 and 14 years. The belief that sport contributes to harmony in human relations and promote balancing of ethnic, religious and cultural differences, is the main motor of the program in Bulgaria and it continues to work actively on its expansion.

✓ **Greece**: Many immigrants are reluctant to go and to register in the sport clubs. The promotion of these actions should be through the school. There are sport clubs that give 10 scholarships (to different children each year)

✓ **Slovenia**: no initiatives

✓ **Cyprus**: no initiatives

✓ **Malta**: mostly the community answered that there were only few past initiatives organised by sport clubs intended to include children organised by Government and NGO’s.

3) **Could you tell me the main problems that affect children in your community?**

<table>
<thead>
<tr>
<th>Problems</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental</td>
<td>14%</td>
</tr>
<tr>
<td>Poverty</td>
<td>27%</td>
</tr>
<tr>
<td>Health issues</td>
<td>13%</td>
</tr>
<tr>
<td>Problems</td>
<td>13%</td>
</tr>
<tr>
<td>Public spaces/sport infrastructure</td>
<td>14%</td>
</tr>
<tr>
<td>Education</td>
<td>18%</td>
</tr>
<tr>
<td>Bullying</td>
<td>14%</td>
</tr>
</tbody>
</table>
4) **For you, what are the main skills that coaches need to have for including disadvantaged children in the local community?**

- Knowledge of psychology
- Tolerant, empathic
- Communication skills
- Patient
- Use of the STEP model (Space, Task, Equipment, People)\(^5\)
- Analytical skills
- Leadership
- Time management
- Negotiation skills

To all the participants of the FGs it has been asked what social inclusion means. The following chart synthetizes the main results:

---

For all the participants involved in the focus groups, social inclusion is considered as a sort of process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society. Social inclusion allows all groups of people within a society feel valued and important. In this context, sport plays an important role in the field of social inclusion, integration and equal opportunities. Indeed, the European Commission actively supports actions promoting social inclusion through sport considering sport as having enormous potential for bringing people together regardless of age or social origin.

**CONCLUSIONS**

The main conclusion drawn from this first part of the ATHLISI project, the research phase, showed the interest by all the target groups involved, such as coaches, sport clubs and local community (parents, users and young people) in the development of training materials focused on social inclusion for children from disadvantaged social groups. In almost the training courses described in the desk research only few training modules are addressed to the promotion of social inclusion Also the local initiatives regarding sport although they are numerous, they are isolated and usually are not addressed directly to children. Despite this, the sports initiatives organised in the local context are essential for the social impact. Important stakeholders such as local authorities and schools need to recognise the importance of the coaches and sport clubs in this process, supporting them in this process and promoting cooperation between local communities and sport clubs for the improvement of the social inclusion of disadvantaged children. Nowadays, according to the results, football represents the most powerful mean of mobilization and social engagement for children. It allows to connect young people coming from different countries and social status.

Regarding the field research, the coaches and sport clubs interviewed expressed their needs to acquire more theoretical and practical knowledge about social inclusion of
children coming from disadvantaged groups because they feel to be more engaged into the personal development of children that live in the local community. The main result is that there aren’t specific training courses for sport clubs and coaches related to the social inclusion of children, so ATHLISI project can be considered really innovative and useful. Indeed, the main objective of the project is to promote the social inclusion of children from disadvantaged social groups through their increased participation in sports activities in the framework of the activities of the sport clubs (independently from the sport they are cultivating). The involvement of the local sport clubs is a very important element in order to achieve these objectives since, on the contrary of the organization of occasional sport events, it ensures sustainability of the project activities and long term impact. For the local community, sport is considered as the main tool for the social inclusion of disadvantaged children, that suffer many problems in the community. Although there are some initiatives that involved children coming from disadvantaged social groups it’s necessary to train coaches regarding the psychological aspect and issued that could affect children. The ATHLISI project proposes an approach which both will enable professionals to cope better with integration activities through sports and will in practice support young people of different backgrounds to develop through their participation on sports “a shared sense of belonging and participation” which could be a very important tool for the integration of immigrants and other social groups.
Annexes desk research
EUROSUCCESS- Cyprus

Geographical

The research was being Nationally, through the whole island of Cyprus.

The members are from all over Cyprus and include adults, children, middle-aged and old people. No limits of age for the research that we will explore.

Information on disadvantaged children in the community

These past few years Cyprus is in the center of social –economic development. Cypriot Community accepts the massive arrival of foreign workers. Regarding the statistic information of municipal education direction, during the school year 2009-2010 the number of immigrant students were enrolled in primary school in Cyprus the total number is 50475 of student. The number represents the percentage of each class 11,7% in total the students school population in primary schools.

The school of primary education respecting the culture, traditions, and customs of immigrant children developed every year several activities that allow the interaction of cultures, which brings children of other country origin with Greek culture elements.

The Council of ministers approved the policy document of the intercultural education. The minister of education and culture promote the introduction for the following measures, with the aim of reintegration and normalizing the integration of immigrant students in the school system and Cyprus society:

- Educational training was organized by the teachers pedagogical institute to teach Greek as a second language to these children to interact in the community.
- Preparation reception guide for newcomers, foreign mother-language students, have been translated into eight languages, with basic information about their students and their parents about the education system in Cyprus.
- Adding intercultural elements in curricula and textbooks, to be set up under the changes in the structure and content of education
- Producing and creating the appropriate education and training materials as well as utilization of teaching material produced in Greece.

The Adult Education Centres established various programs to support adults and
students, for example: learning the Greek language program from children repatriated Cypriots, returnees and other immigrant children elementary school, tutorial of Greek language than Turkish Cypriots tutorial of Greek language Immigrants and foreigners residents of Cyprus, as well as providing support program for translation and interpretation.

In addition to the above actions, the municipal Education address sent to all schools by September 2013 detailed circular recording the implemented policy, proposing concrete suggestions for the smooth integration of immigrant children. The circular recorded the general framework of principles for the integration of children in the school environment, recommendations and proposed strategies for effective teaching of Greek as a second language and given an indicative list of best practices.

The following table shows the percentage of immigrant students for the five last years in Primary schools:

<table>
<thead>
<tr>
<th>School year</th>
<th>Number of imigrand</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>5281</td>
<td>10.5</td>
</tr>
<tr>
<td>2010-2011</td>
<td>6047</td>
<td>12.0</td>
</tr>
<tr>
<td>2011-2012</td>
<td>6670</td>
<td>13.3</td>
</tr>
<tr>
<td>2012-2013</td>
<td>6672</td>
<td>13.4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>6608</td>
<td>13.9</td>
</tr>
</tbody>
</table>

Additional information from other sources for the disadvantage children’s in Cyprus. Cyprus has always a multicultural population (Akçali, 2007), comprised by Greek Cypriots, Turkish Cypriots, Armenians, Maronites and Latin. During the last few decades, Cyprus has experienced some of the consequences of globalization, receiving a significant number of foreign workers and immigrants from Asia, Middle East and the former eastern block, whose numbers have increasing rapidly. According to the previews findings the experiences and attitudes of students presents contradicting.

Also the author continues with this statement “Children appear to be positive over the possibility of having classmates or friends from other countries. Ethnicity does not seem to influence the relations and interaction between children from different groups (Hadjitheodoulou-Loizidou & Symeou, 2007; Partasi, 2009), despite the fact that racist
attitudes exist within or between cultural groups (Nicolaou, Nitsiou, & Charalambous, 2007) and some non-Cypriot children are reported to have experienced considerable marginalization (Angelides, Stylianou, & Leigh, 2003, 2004).” To conclude the research author state that all seemed to claim to enjoy the multicultural character of their classes and schools, even though some problems do exist, however through the action they proved that problems can be overcome with time and good intentions.

There are various sports clubs in Cyprus, of various sectors and activities, some examples are:

**Cyprus Sports Organisation (KOA)** - The Cyprus Sport Organisation is a semi-governmental organisation enacted by the 1969 – 1996 laws upon the Cyprus Sport Organisation acting as the Supreme Authority in the Republic of Cyprus. Has sport facilities in Nicosia, Limassol, Larnaka and Pafos. In Nicosia and Limassol has 5 different halls for the conduct of the lessons and in Larnaka 3 and Pafos 2. Sports activities for example are swimming, general exercise, taekwondo, tennis, freestyle wrestling, Rhythmic Gymnastics, football, special gymnastics for children with scoliosis. Has goal to include all the age in the sport environmental and make it part of their daily life. The logo of the KOA is Sport for all this refers us that the classes are for all the age.

**Poseidonio** is in Pafo, the activities they teach are taekwondo, dance, swimming, rhythmic gymnastics and sports aerobic. For these activities the target group is children’s in addition have other programs for teenager and Adults.

In addition we have lot of sports clubs that is only for Tennis. Further the clubs are 20 only for tennis by named is Field club, Larnaka Tennis club, Limassol sporting club, Famagusta Tennis club, Paphos Tennis club, Paralimni Tennis club, Eleon Tennis Club, Herodotou Tennis Academy, Valley Tennis Academy, Yeroskipou Tennis club, School of tennis Ioannides, on court Tennis Academy, K&I Tallentum tennis academy limited, Avantage tennis club, The sporting club, Aldiana hotel (Associate Member), Aphrodite Tennis and Spa ltd, Smash friend of Tennis Association, Protaras Tennis & Country Club, Masters Tennis Academy. All these sports clubs for Tennis are located in a different city in Cyprus.

**Sport Club of Cyprus University** - is a sport club that encourage the students of the University of Cyprus. Further has based in Nicosia. Had elective Courses such Aerobics, Badminton, Tennis, Lifelong Fitness, Basket ball, Volleyball, Judo, Football, Handball,
Squash.

In Cyprus we don’t have database that show how many sports clubs we have in total, is around 50-150 with our research.

One of local stakeholders is the Highgate that is a private school in Nicosia that corporates with sports clubs and makes the children’s like to working out. For example during the summer school they have activities outside like swimming and Horse riding. Help children’s to be active and be a part of the daily route to exercise.

KOA as mention, is governmental organization that organize tournament involved 54 teams and 500 children members of AGO Program from all districts of Cyprus and football academies. In the tournament event take part children’s that go to primary school and give the opportunity for disadvantaged children’s to take part of this event.

From the research exhibition, we have found information for initiatives promoting active involvement of coaches and sport clubs in the social inclusion of disadvantaged children in Cyprus, seems that there aren’t any relevant initiatives. There are lots of children who face economically and other problems and they don’t have the opportunities to be involved in sports activities, therefore the proposed materials and tools which will be developed within the Athlisis project, will be of exceptional added value for Cyprus.

Moreover in research investigation only one organization has a program to include the disadvantage childrens. The name of the organization is Peace plays International, this comes from Washington it was established by two brothers Brendan and Sean Tuohey, spent time coaching youth basketball in Northern Ireland. In region where everything was segregated by religion, they saw Protestant and Catholic young people coming together to play basketball, to share the game in a way they shared almost nothing else due to is perceived American heritage. The reason create this seminar in Cyprus is because we are a small Island in the Mediterranean, Cyprus has been physically divided by a UN Buffer Zone since an inter-ethnic war in 1974 split the Island into two separate Greek-Cypriot and Turkish-Cypriot communities.

The vision of the Organization is bridging divides between Turkish Cypriot (TC) AND Greek Cypriot (GC) children, the mission is to use the game of basketball to unite the children and facilitate a positive interaction between them.
The data of children that are involved in this seminar are four boys teams, four girls teams, and one mixed gender team. In total, 79 boys and 57 girls participate. The number of children that participated in the program during 2009 is estimated to be around 104-125. Other information from the children that are involved is that the feedback is positive. In addition, a small minority of children mentioned that they were attracted by the bioconommunal character of the program. The research that conducted didn’t find statics and data on sports club that involved other this programmes.

As mentioned above Cyprus have lack of sports clubs an events that have goals exercise disadvantage children’s. Further there are lot of sports clubs and following very good social media strategies. For example all the Sport clubs that organize an event use social media to share details for the event on website that includes a lot of information. In addition Facebook is used to promote the image of a sports club, more over they have their own website that you can learn for the classes and helps the candidates learn more information before go quick and easy. KOA organize events in all cities and through the website can find information’s, they don’t have Facebook page. Moreover in the website they have information of the event and you can share it in your Facebook and Tweeter account.

The target group: Most sport clubs in Cyprus that I mention before we can see that include adults, children, middle-aged depends for the event that organizes. As we mention before we have more programs for adults that can’t take part children of ages 6-14. Furthermore one private sport club (Lady fitness) is situated in the city of Nicosia, that is only for women. Additional facilities is that have classes for kids ages 2-13 ages that can play for up to 3 hours per day while achieve fitness goals.

KOA governmental organization has different committees that include programs for the following:

- **National Committee for the Violence**
  View to implementing the conventions of the Council of Europe, which provided that measures should be taken to depress violence on the sport grounds.

- **Sport Academy**
  The Sports Academy of the Cyprus Sports Organization is the qualified body of CSO for the promotion of education, inquiring information and
technology at sports.

- **Woman and Sport**
  The growth or the promotion of Sports or that deal at any way with the employment, education, administration, training, growth or care of women in the sports.

- **Supreme Health Council for athletes**
  The Supreme Council for the Athletes’ Health is the competent vehicle, which tackles issues of preventive checkup for those who are doing sports. Unfortunately we don’t have Activities or local network that involved in the initiatives.

As mentioned before in Cyprus has lack of information for the example of training for sports clubs and coaches to promote social integration in our local context. The events that follow will be not specific for promote social integration in Cyprus but can take the opportunity to take part the disadvantage children’s.

**Red Cross - Swim, dance, run, bike**

This event takes part in Nicosia and specific in Deutera area. The event is for children’s and encourage them take part to swim, dance, run, bike. The provider of the training course is Red cross with corporate the sport club Pale de Spor. The days of the event was two 8th -9th March, 2014 for children 5 years and older, teenagers and adults. The target group was not the minority but helps economically disadvantaged take part of this event. The amount to participate is 4 euro. With this way give the chance for the children’s with disadvantage if they want to take part, the amount of participation it was a very high substantially amount. The goal of the events is to involve the children’s, teenagers and adults and motivate them exercise thought swim, dance, run and bike.

**Sports for all**

The event "Sport for All" that Cyprus Sports Organization organizes the 9th Festival Summer Sporting Activities, which is under the auspices of the World Federation of Sports for All. The Festival will participate that one thousand children’s, goal is children to work out and spend their time delightfully. Have the chance to meet sports conducted at sea and on the beach such as Swimming, Rowing, Canoeing, Sailing, Beach Volley, Beach Handball, Beach Soccer, Beach Tennis, Aqua Aerobic and other. In this event they can take part, all children without paying anything.
References


Web. 22 July 2016.


<table>
<thead>
<tr>
<th>Title of the best practice</th>
<th>UEFA Pro Licence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the provider of the Training Course</td>
<td>The training course is provided by the Cyprus Football Association, which has a collaboration agreement with UEFA, with the UEFA coaching convention and their license.</td>
</tr>
</tbody>
</table>
Contact details of the Training provider

Cyprus Football Association (CFA)
Telephone: +357 22352341, +357 77771606
E-mail: info@cfa.com.cy
Website: http://www.cfa.com.cy

Summary

This training course concerns training for coaches, with UEFA license. It has a total duration of two years, with total training hours of 320 or more. It includes theoretical as well as practical lessons from Monday to Friday, 08:00 – 17:00.

In the theoretical classes lessons of Sports management, statistical game analysis, video analysis of games, tactics, fitness, nutrition, sports psychology, arbitration, doping, Exercise Physiology, scouting are included.

In the practical courses, lessons within the field are included, such as coaching in the game, small sided-games, phase of game, training methods, group strategy and physical condition and solving tactical problems in the game. It is worthy to note that, throughout all the stages of these courses, psychological modules are always included. Especially in the UEFA C Grassroots football that deals with children and amateur football, there is a particular module that concerns the tackle of discrimination among children and the promotion of equality. It is important to mention that the motto “Football with no discriminations” is a central one in all the courses offered by CFA and UEFA.

Objectives of the training course

Bullying

Content 1

Specifically, we could not detect the specific modules and hours that are required, but a total of 6 hours are dedicated to sports psychology, which might not be sufficient.

Content 2

Some municipalities have their own established academies. The CFA are doing some interventions in some schools.

Target

NA

Impact

The particular provider does not distinguish between children with various kinds of
disadvantages (minorities, immigrants, economic/social obstacles). For instance, children who face economic problems do not pay the monthly fee for the football academy.

| Actors involved in the social inclusion process | Coaches |
| Challenges | NA |
| Training Course implementation methods | Face to face |
| Assessment/Certification | NA |


**CESIE - Italy**

Italy is a country which in the last decade has faced many challenges in terms of social policies, having been severely hit by the financial crisis and experiencing both intense influxes of asylum seekers and a renewed large-scale out-migration. Indeed, Italy is a country with a long history of migration, where for 40 years, from the early 1970’s, the number of immigrants consistently exceeded the emigrants (Bonifazi et. al.,2009:8) but then, in 2012, the Italian National Institute of Statistics (ISTAT) has reported again a negative net migration rate (La Repubblica, 2014); the main ‘new lands’ for Italian emigrants, whose 30% has got a undergraduate degree, are the UK (+37% in 2014), Germany, Switzerland and France (ISTAT). More recently, the estimated migration rate reported in the 2015 National demographic analysis (ISTAT) reveals just a positive ratio of +47,000 units. Besides the soaring number of emigrants, such figures are also due to a general decrease of immigration flows to Italy (with reference to migrant workers and economic migrants), with an increase of inflows by 0.9% and outflows by almost 8% (ISTAT, 2015 National demographic report, p.6). On the other hand, UN data from the High Commissioner for Refugees (UNHCR) shows that between 2010 and 2014 Italy has passed from the 13th to the 5th position in the world ranking as to the largest asylum receiving countries (UNHCR asylum trends 2014), confirming its character of transit country in the global forced migration patterns.

From a political perspective the Italian government and institutions are characterized by internal instability whereas the socio-economic scenario shows increasing inequalities,
especially between the Northern and the Southern part of the country. In this latter reality, CESIE headquarter is located and operates, as indeed, the Sicilian Region combines the difficulties linked to its marginal position in the national political economy with several historical and structural disadvantages. The present desk research and the fieldwork activities therefore refer and will be carried out in the city of Palermo, the regional capital city.

Figure 1: Italy’s GDP per capita in 2013 (thousands of euros)

Sicily is one of the five Italian autonomous regions, in terms of territorial extension is the biggest one and is composed of nine administrative provinces. With more than 5 million residents it is one of the regions with the highest emigration rate in the country (also concerning internal migration to the North) and the largest one as of share of asylum seekers hosted (16% of the total according to ISTAT). Overall, some 162.000 of the residents are foreign-born. In particular, the Province of Palermo, which is the fifth largest city in Italy, includes 82 municipalities and has a population of about 1.2 million, whose 37.000 are foreign born and mostly concentrated in urban centres. Lastly, at the national level it is essential to remark the alarming population ageing trend (42 years is the average age in Palermo) and a decrease of the total population by 130,000 units in 2015 compared to 2014.
The report “Sicily, a changing land” (orig. “La Sicilia, un territorio che cambia”) recently published by ISTAT offers an interesting overview of the developments and changes occurred in the last fifty years as to the demographic composition and the socio-economic characteristics in the different provinces. Some relevant indicators for the purpose of the present research are reported in table 1 and provide an overview on the major regional and local dynamics underlying, affecting and fostering social initiatives. In addition to that, the figures about the regional expenditures for social services and benefits (table 2) give a deeper insight on the various beneficiaries, showing that the categories which greatly benefit from the public provision of social services are children, people with disabilities and the elderly. Moreover, comparing the situation at the regional level the under provision of services in Sicily is striking, being the total Sicilian expenditures equal to the ones of the Turin Province (a city which is similar to Palermo in terms of size).

This circumstance confirms the shift of emphasis from the State’s responsibility towards NGOs and individuals’ activity registered in most European states as to the mechanisms (like sport) for the promotion of social cohesion and social support to

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This circumstance confirms the shift of emphasis from the State’s responsibility towards NGOs and individuals’ activity registered in most European states as to the mechanisms (like sport) for the promotion of social cohesion and social support to
people with fewer opportunities.

Table 1: Key statistics about Sicily and the Province of Palermo (selected indicators)

<table>
<thead>
<tr>
<th>Category</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Surface (km²)</td>
<td>25,832.4</td>
</tr>
<tr>
<td><strong>Population</strong></td>
<td></td>
</tr>
<tr>
<td>Total regional population (as of 1st Jan 2015)</td>
<td>5,044,173</td>
</tr>
<tr>
<td>Regional foreign population (as of 1st Jan 2015)</td>
<td>162,408</td>
</tr>
<tr>
<td>Total population in Palermo (as of 31st Dec 2013)</td>
<td>1,275,598</td>
</tr>
<tr>
<td>Foreign population in Palermo (as of 31st Dec 2015)</td>
<td>36,980</td>
</tr>
<tr>
<td>Total population in Palermo (municipality) as of 31st Dec 2013</td>
<td>678,492</td>
</tr>
<tr>
<td>Total population in Palermo (municipality) as of 31st Dec 2015*</td>
<td>674,435</td>
</tr>
<tr>
<td>Sicily’s internal net migration rate (per thousand inhabitants)</td>
<td>-1.6</td>
</tr>
<tr>
<td>Migration rate (per unit, 2015)*</td>
<td>-3.699</td>
</tr>
<tr>
<td><strong>Household economic conditions (Regional data)</strong></td>
<td></td>
</tr>
<tr>
<td>Annual median household income (thousands of euros, not including imputed rent, 2014)</td>
<td>17,690</td>
</tr>
<tr>
<td>Percentage distribution of households main income source (2012)</td>
<td></td>
</tr>
<tr>
<td>dependent labor</td>
<td>42</td>
</tr>
<tr>
<td>self-employment</td>
<td>10.8</td>
</tr>
<tr>
<td>public transfers</td>
<td>45.8</td>
</tr>
<tr>
<td>capital and others</td>
<td>-</td>
</tr>
<tr>
<td>Household by perceived economic situation (%) (2013)</td>
<td></td>
</tr>
<tr>
<td>with great difficulty</td>
<td>46.5</td>
</tr>
<tr>
<td>with difficulty</td>
<td>25.1</td>
</tr>
<tr>
<td>with some difficulty</td>
<td>27.5</td>
</tr>
<tr>
<td>easily and very easily</td>
<td>-</td>
</tr>
<tr>
<td>Housing average monthly expenditures (hundreds of euros, 2013)</td>
<td>219</td>
</tr>
<tr>
<td><strong>Labor</strong></td>
<td></td>
</tr>
<tr>
<td>Unemployed persons aged 15+ (%) per level of education (2015)</td>
<td></td>
</tr>
<tr>
<td>no education/primary education</td>
<td>29.4</td>
</tr>
<tr>
<td>secondary education</td>
<td>26.8</td>
</tr>
<tr>
<td>High school diploma</td>
<td>19.7</td>
</tr>
<tr>
<td>undergraduate/postgraduate degree</td>
<td>12</td>
</tr>
<tr>
<td>Unemployment rate (%) of individuals aged 15+ (Regional data, 2015)</td>
<td>21.4</td>
</tr>
<tr>
<td>Unemployment rate (%) of individuals aged 15+ (Palermo, 2015)</td>
<td>23.9</td>
</tr>
</tbody>
</table>

---

Lastly, at the regional level, the statistical report about Sicily suggests that both in the short and in the long run the population composition, in numerical terms, will strongly rely on foreigners (same happening for the country in general), because of migration flows and higher fertility rate. The same dynamics occur in Palermo, a city experiencing low investments, a static economy and extremely high unemployment rates, which therefore every year force thousands of people, especially youth, to leave. For the same reasons Palermo often represents a transit city for many asylum seekers reaching the Sicilian coasts and then also heading North or abroad. Nonetheless, referring to those who decide to stay and keeping into consideration 1) old migration channels and patterns 2) the volume of the intra-European migration and 3) the fact that so far the recent waves of asylum seekers have not had a significant impact on the composition of the foreign population at the regional/local level, as indeed the biggest foreign national communities in Palermo are the Bangladeshi, the Sri Lankan and the Romanian ones (see table 5).

Table 2: Expenditures (euro) for social services and benefits managed by single and associated municipalities by beneficiaries, 2012 (selected indicators)

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure (euro)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family/Children</td>
<td>172,340,710</td>
</tr>
<tr>
<td>Disability</td>
<td>98,617,444</td>
</tr>
<tr>
<td>Alcohol and drug addiction</td>
<td>1,776,494</td>
</tr>
<tr>
<td>Elderly</td>
<td>68,502,272</td>
</tr>
<tr>
<td>Immigrants and nomads</td>
<td>9,320,654</td>
</tr>
<tr>
<td>Poverty, social exclusion and homeless</td>
<td>23,943,369</td>
</tr>
<tr>
<td><strong>Total (Sicilian Region)</strong></td>
<td>384,521,522</td>
</tr>
<tr>
<td><strong>Total (Palermo Province)</strong></td>
<td>104,929,747</td>
</tr>
<tr>
<td><strong>Total (Turin Province)</strong></td>
<td>362,771,100</td>
</tr>
</tbody>
</table>

Source: ISTAT (www.istat.it/en/sicilia/data?qt=gettable&dataset=DCIS_SPESESERSOC&dim=120%2C0%2C0%2C0%2C0&lang=2&tr=0&te=0)
Figure 5: Percentages of nationalities arriving to Italy by boat (Jan 2015 – Mar 2016)

Table 3: Top 10 foreign nationalities in Sicily in 2016 (thousands)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Number of arrivals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romania</td>
<td>53,189</td>
</tr>
<tr>
<td>Tunisia</td>
<td>19,244</td>
</tr>
<tr>
<td>Morocco</td>
<td>14,840</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>13,452</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>8,134</td>
</tr>
<tr>
<td>Albania</td>
<td>8,039</td>
</tr>
<tr>
<td>China</td>
<td>7,306</td>
</tr>
<tr>
<td>Poland</td>
<td>5,390</td>
</tr>
<tr>
<td>Philippines</td>
<td>5,343</td>
</tr>
<tr>
<td>Ghana</td>
<td>3,782</td>
</tr>
</tbody>
</table>

Source: ISTAT, Foreign nationalities resident in Sicily (www.istat.it/it/sicilia/dati?qt=gettable &dataset=DCIS_POPSTRCIT1&dim=120,36,3,0,0&lang=2&tr=0&te=0)

Table 4: Top 10 populations of origin for asylum applications submitted in Italy (2014)

<table>
<thead>
<tr>
<th>Country of Origin</th>
<th>Number of Applications (Absolute Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mali</td>
<td>9,758</td>
</tr>
<tr>
<td>Nigeria</td>
<td>9,689</td>
</tr>
<tr>
<td>Gambia</td>
<td>8,492</td>
</tr>
<tr>
<td>Pakistan</td>
<td>7,095</td>
</tr>
<tr>
<td>Senegal</td>
<td>4,661</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>4,524</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>3,104</td>
</tr>
<tr>
<td>Ghana</td>
<td>2,102</td>
</tr>
<tr>
<td>Ukraine</td>
<td>2,075</td>
</tr>
<tr>
<td>Cote d’Ivoire</td>
<td>1,481</td>
</tr>
</tbody>
</table>

Source: UNHCR Asylum trends 2014 (selected country: Italy, from table 15)
Table 5: Main foreign nationalities in Palermo as of 31\textsuperscript{st} Dec 2015 (thousands and percentage value)

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Thousands</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>5.595</td>
<td>21.5%</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>3.854</td>
<td>14.8%</td>
</tr>
<tr>
<td>Romania</td>
<td>3.063</td>
<td>11.8%</td>
</tr>
<tr>
<td>Ghana</td>
<td>2.809</td>
<td>10.8%</td>
</tr>
<tr>
<td>Philippines</td>
<td>1.759</td>
<td>6.8%</td>
</tr>
<tr>
<td>Morocco</td>
<td>1.298</td>
<td>5%</td>
</tr>
<tr>
<td>Tunisia</td>
<td>1.187</td>
<td>4.6%</td>
</tr>
<tr>
<td>China</td>
<td>1.137</td>
<td>4.4%</td>
</tr>
<tr>
<td>Mauritius</td>
<td>1.035</td>
<td>4%</td>
</tr>
</tbody>
</table>


Such inter-cultural and inter-religious feature of the society in Palermo is kept in great consideration by the local administration, that in fact, in the yearly 2015 social evaluation report (“Bilancio Sociale 2015) explicitly recognizes people with migration background as key stakeholders in all the thematic areas and a major target for social inclusion initiatives through sport.\textsuperscript{7} In this regard it is worth mentioning that a vast proportion of the asylum seekers reaching the Italian coasts are unaccompanied minors aged between 10 and 17, indeed with very special needs in terms of social inclusion compared to other peers.

The website of the “Office for sport and sport centers” of the City of Palermo identifies 11 public structures that are used by sport associations, NGOs and other bodies for sports like martial arts, badminton, volleyball, basketball, handball, gymnastic and football. Looking at the visibility of the various initiatives, and probably also for cultural reasons, it is undeniable that football often represents the most powerful mean of mobilization and social engagement for disadvantaged groups, while teenagers and young men with migration background are generally the main target groups of initiatives that openly refer to anti-discrimination and social inclusion.

With reference to the number of associations and amateur sport clubs in the territory, the National Olympic Committee (CONI) regularly updates a register which is also used for official communications with the Internal Revenue Authority for tax purposes. It suggests that as of November 2014 the total number of associations, including National Sport Federations (FSN), Associated Sport Disciplines (DSA) and Entities for Sport

\textsuperscript{7} The links to all the thematic areas of the 2015 Social evaluation are available in Italian from www.comune.palermo.it/bilancio_sociale.php?anno=2015.
Promotion (EPS) at the national level are 94,538, whose 7,636 in Sicily. CONI does not provide disaggregated data by province, and the only available information is the one reported by the Golden pages (in Italy *Pagine gialle*), which indicates 133 “sport associations and federations” in the Palermo Province. Nonetheless, besides such figures, in the end it is not really possible to assess the overall number of organizations working on social inclusion through sport, as in fact there are many entities that, also thanks to EU funded opportunities, play an active and often crucial role in this area, such as various NGOs and national cultural associations (e.g. the Tamil one for traditional dances or the Bangladeshi, Pakistani and Indian ones that have brought cricket into the Sicilian society). In this scenario, and also considered that initiatives and events are generally organized and managed by private/public partnership (examples in the next paragraph), the leading role of UISP (Unione Italiana Sport Per tutti, “Italian Union Sport for everybody”) as umbrella organization for sport-related initiatives and trainings clearly emerged (also in cooperation with entities such as Unicef, WWF or Amnesty International). Indeed, the idea of “sport for everyone” represents the mission of UISP and is rooted in the socio-cultural value of sport as a mean of solidarity, inclusion and socialization.

As previously mentioned, sport represents one of the thematic working areas of the local administration in Palermo, that in fact, in 2015 has financed 23 sport initiatives aiming at “getting citizens closer to sport”. The events, often carried out by public/private partnerships and in cooperation with UISP, have engaged about 67,500 people between athletes and the general public, for a total direct cost of more than 200,000 euros (2015 Social evaluation (Available from www.comune.palermo.it/bilancio_sociale.php?anno=2015&id=36&cap=50&lev=2). With reference to the initiatives/trainings implemented and the target groups and beneficiaries affected, for the purpose of the present research at least three elements have emerged and are worth noticing:

1. Initiatives for social inclusion tend to be broad in terms of age range and rarely distinguish between children, teenagers and young adults;
2. Being migration a very relevant phenomenon characterizing the Sicilian reality, sport initiatives for social inclusion often target people (not just children) with migration background, emphasizing the values of integration, respect and anti-discrimination;

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9 UISP official website: [www.uisp.it/nazionale/index.php?idArea=163&contentId=453](http://www.uisp.it/nazionale/index.php?idArea=163&contentId=453)
3. Most of the initiatives for social inclusion through sport are events (sometimes large events also including some hours of training) targeting directly the final beneficiaries and the local community rather than coaches and staff of the sport clubs who anyway represent the links with the local community.

In this context, and considered the lack of detailed figures on the people involved and the social impact of such initiatives, it is anyway possible to mention some successful stories that can provide a further insight into the Sicilian setting referring to sport.

### SPORT POPOLARE IN SPAZIO PUBBLICO (People’s sport in public space)

The campaign “people’s sport in public space” was launched in 2013 and is aimed at protecting, strengthening and recovering both the formal and the informal public structures for sport and recreational activities in Palermo. In fact, acknowledged the essential social role of such places, which often are abandoned or semi-abandoned, many local associations and entities have decided to concretely take a step against all forms of discriminations and exclusion by rediscovering the educational and cohesive role of sport. The objective is the creation and the affirmation of a city model based on the idea of pluralism and inclusion, for a community where everyone feels a sense of belonging and starting from disadvantaged neighborhoods and from social groups with fewer opportunities.

The 2016 campaign included the following initiatives:

- “Un Calcio al Razzismo” (a kick to racism) – 8° edition of the football and volleyball tournament “Un Campo per il CEP” (a camp for CEP- a suburb in Palermo)- 4° edition of the football and volleyball tournament
- “Mammaliturchi”: sport, music and entertainment – 4° edition
- “Torneo BaddarHome” – 1° edition of the football tournament
- “Mediterraneo Antirazzista 2016” (Mediterranean against racism) – various tournaments in six Italian cities.
- “100 metri antirazzisti” (100 meters against racism) - social dinner, street parade and entertainment
- “FESTA ANTIRAZZISTA” (Anti-racist party) - music, ethnic food and closing ceremony

**Beneficiaries:** Children, teenagers and adults (both Italian and with migration background)

**Partners and Sponsors:** The campaign is a result of the close cooperation between NGOs, folk sport clubs, local committees, social centers, informal groups and public institutions. The local partnership network in Palermo is composed of 23 entities (Associazione Handala, Laboratorio Zen Insieme, Associazione Per Esempio..., Arci Porco Rosso, Scuola Atletica Berradi, Centro Astalli, CESIE, Ciaula Scopre la Luna, Send, Comitato Borgo Vecchio, Osservatorio Nouradine, Libera, Lievito onlus, booq – biblio
SPORT E GIOCHI DEI PAESI TUOI.
L’INTEGRAZIONE CULTURALE E SOCIALE ATTRAVERSO LO SPORT E I GIOCHI POPOLARI
(Folk Sports and games for cultural and social integration)

The five day event “Folk Sports and games for cultural and social integration” took place in Palermo in September 2015 with the aim to create a moment of reflection on the concepts of tolerance, prejudice and integration through street games from all over the world. Children and teenagers from various cultural and religious backgrounds were in fact offered an important occasion of socialization through non-formal education and in an intercultural perspective, rediscovering local street and folk games that are getting lost and discovering new ones. Teams were always composed of people of various nationalities and ethnicities.

Beneficiaries: Children and teenagers mostly from Italy, Sri Lanka, Nigeria, Mauritius, Bangladesh, Philippines and also from reception facilities for asylum seekers.

Partners and Sponsors: As a further example of public-private partnership and within the program of the University of Palermo for the promotion of volunteering and solidarity activities, this initiative was organized by the no profit association A.S.D. La Madonnitta and sponsored by the Municipality of Palermo (Social citizenship department), the Council of Cultures (the body of the representatives for the different migrant communities in Palermo) and FIGeST (Federazione Italiana Giochi e Sport Tradizionali – Italian Federation for Folk Sports and Games)


VINCERE DA GRANDI (winning as a “great/big”)

The initiative “Winning as a great/big” is rooted into an idea of the former Italian skier Rachid Berradi and offered to 500 children and teenagers from districts at high risk of social exclusion the chance to try, for free, many sports such as basketball, badminton, volleyball, football, taekwondo, athletics and sailing. For six months, during the academic year 2015-2016, at school students have focused on sport, justice, Mafia and legality, arranging for the final event an exhibition with their handicrafts and other works.
Beneficiaries: 500 children and teenagers aged between 5 and 14 years from districts at high risk of social exclusion.

Partners and Sponsors: CONI (Comitato Olimpico Nazionale Italiano – Italian National Olympic Committee), Municipality of Palermo, Lottomatica (the national provider for lottery and bet), Athletic sport club Berradi 091. The four primary and secondary schools involved are “ICS Leonardo Sciascia” (San Filippo Neri district), “ICS Sandro Pertini” (Sperone district), “ICS Luigi Pirandello – Borgo Ulivia” (Falsomiele district) and “ICS Perez – Madre Teresa di Calcutta” (Ballarò district).

Web link (photo gallery): http://palermo.repubblica.it/cronaca/2016/05/20/foto/_vincere_da_grandi_500_ragazzini_in_gara_a_palermo-140232729/1/#1

3. INTERACTION OF SPORT CLUBS WITH THE LOCAL COMMUNITY: TARGET, ACTIVITIES AND STRATEGIES.

In addition to the above-mentioned initiatives, the links and the synergies between sport associations and other actors and stakeholders in the organization of community events are also highlighted on occasion of national public festivals and/or international celebrations (e.g. National day of sport, European week of sport, World health day etc.). An example is represented by the Earth day (22 April), that in 2016 has inspired, at the regional level, initiatives that combined the two dimensions of nature and sport, like “Menfi (AG) goes running through green education”, “Cefalù (PA) between sport and nature” and “Earth day at the botanic garden in Palermo”. Such events included elements of environmental education, urban gardening, promotion of cultural heritage, food tasting, concerts, exhibitions, and innovative sports (e.g. acrobatic yoga and biodance) and engaged schools, various associations and people of all ages.  

The variety of source links presented in the present desk research reflects the diversity of means used to promote sport events and communicate with the local community. It is not really possible to assess which tool is more popular, as social media (especially Facebook and Twitter), local magazines (e.g. LiveSicilia, Balarm, La Repubblica Palermo) as well as different websites (Municipality of Palermo, partner organizations such as CONI, Uisp and Fispes, Sicilia In Festa, project websites) are variously used for promotion and dissemination. In particular, in case of assorted partnerships a wider publicity is expected through the various platforms of the partners/sponsors.

In addition to that, and not only for major events, advertising through poster designing is very common (also in the languages of the different ethnic communities), as it has the benefits to guarantee a more immediate visibility and has the potential to reach a larger audience, especially in more disadvantaged contexts and amongst people who might not know the various dissemination channels or have access to the internet. Lastly, on the basis of the cultural features characterizing social life in Sicily, it is

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10 A very rich inventory of festivals, events and celebrations in Sicily is available at the website www.siciliainfesta.com/manifestazioni/earth_day.htm
reasonable to assume that word-of-mouth and face-to-face communication play an important role for the engagement of the local community. Hence, the figures of the coach and the sport club staff are likely to be crucial for the success and the social impact of the various initiatives.

4. EXAMPLES OF TRAININGS FOR SPORT CLUBS AND COACHES TO PROMOTE SOCIAL INTEGRATION AT THE LOCAL/NATIONAL LEVEL.

As previously mentioned, specific trainings opportunities on social inclusion for sport club staff are often offered as part of broader events (also EU funded), and in general, the professional courses for future coaches and the obtainment of the license provided by national leading entities, leagues and federations include in their curriculum some references to the psycho-social development of the final beneficiaries. Nonetheless, as the following examples show, in general it is not possible to define such courses as specific training on social inclusion, confirming the need to develop further tools to improve the overall understanding, increase the skills and maximize the social impact of all the actors working in the field of sport.

<table>
<thead>
<tr>
<th>Training course for new coaches FISPES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provider of the training course:</strong> FISPES (Federazione Italiana Sport Paralimpici e Sperimentali – Italian Federation Paralympics and Experimental Sports)</td>
</tr>
<tr>
<td><strong>Objectives:</strong> Provision of a specific training for working with people with disabilities and obtainment of the FISPES license.</td>
</tr>
<tr>
<td><strong>Content (list the main topics):</strong> The training is structured in order to provide new skills along four areas (law, medical, psychological and technical):</td>
</tr>
<tr>
<td>- Medical and psychological aspects of sport activities with people experiencing disabilities;</td>
</tr>
<tr>
<td>- Law and regulations;</td>
</tr>
<tr>
<td>- Methods to design targeted workouts for people with disabilities;</td>
</tr>
<tr>
<td>- Fostering the psychosocial development of people with disabilities through sport</td>
</tr>
<tr>
<td><strong>Target group:</strong> Any coach who wants to get the FISPES license</td>
</tr>
<tr>
<td><strong>Impact/final beneficiaries:</strong> People with physical/psychological disabilities</td>
</tr>
<tr>
<td><strong>Web link:</strong> <a href="http://www.fispes.it/files/Corsi_di_Formazione_Tecnici_Fispes.pdf">http://www.fispes.it/files/Corsi_di_Formazione_Tecnici_Fispes.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRITTI IN CAMPO: Sportpertutti per una società interculturale</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Rights in the field: Sport for everyone and for an intercultural society)</strong></td>
</tr>
<tr>
<td><strong>Provider of the training course:</strong> UISP (National and local offices)</td>
</tr>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
</tbody>
</table>
• Fostering and consolidation of the social inclusion of 1st and 2nd generation migrants through the Uisp vision;
• Development of new methodologies to contrast social exclusion;
• Raising of public awareness on the links between fight against poverty and social exclusion;
• Engagement of local entities (sport clubs, migrant associations...) for future initiatives;
• Training provision to encourage people with migration background to establish and improve the management of sport clubs.

Content (list the main topics): The specific content of the training sessions is not available online

Target group: Coaches, referees and people working or aiming at working/forming sport clubs (especially people with migration background)

Impact/final beneficiaries: Migrants and ethnic minorities


---

FOOTBALL FOR EQUALITY

Provider of the training course: Although the activities were implemented in Italy by UISP in collaboration with UNAR (Ufficio Nazionale Antidiscriminazioni Razziali - National Office against Racial Discrimination), Arci gay and Gruppo Pesce Roma, Football for Equality is a EU funded project (DG Justice) and the partners are the European Gay and Lesbian Sport Federation (EGLSF, The Netherlands), Football Supporters Europe (FSE, Germany), the Institute for Sport and Development (SPOLINT, Slovenia), People Against Racism (LUDIA, Slovakia), Unione Italiana Sport Per Tutti (UISP, Italy) and FairPlay-vidc (Austria).

Objectives (from the official website):
• Awareness raising on discriminatory practices, discourses and stereotypes focusing on the ongoing discrimination of gay and lesbian and the exclusion of migrants and ethnic minorities, especially concerning football;
• Promotion of the approach to establish sport as means for fostering equal rights and intercultural dialogue mainly amongst stakeholders in football (clubs, associations, fans, players unions, ...);
• With regard to equal rights and opportunities of LGBT persons exchanging of good practice initiatives, knowledge and educational tools between new and old Member States of the European Union;
Establishment of structures for a European network and enhancement of the expertise and competences of grassroots organizations, fan organizations, LGBT groups and Roma people.

**Content (list the main topics):** The specific content of the anti-homophobia initiatives and training in the sport clubs and in Uisp member associations is available online.

**Target group:** staff and beneficiaries of sport clubs

**Impact/final beneficiaries:** LGBTs, migrants and ethnic minorities (especially Roma people).


**References**


FISPES (Federazione Italiana Sport Paralimpici e Sperimentali – Italian Federation Paralympics and Experimental Sports). Official website: http://www.fispes.it/


ISTAT - Italian National Institute of Statistics. Official website (in English)
available from http://www.istat.it/en/

ISTAT. Data about Sicily, retrieved on 15 July 2016 from http://www.istat.it/it/sicilia

ISTAT, Local indicators for development policies. retrieved on 15 July 2016 from http://www.istat.it/it/archivio/16777


Municipality of Palermo (Città di Palermo). Official website: https://www.comune.palermo.it/


Municipality of Palermo, Department of Sport and Sport facilities. (Città di Palermo - Ufficio Sport e impianti sportivi) Official website http://sport.comune.palermo.it/news.php

PAGINE GIALLE (Italian Golden pages)
http://palermo.paginegialle.it/sicilia/palermo/associazioni_e_federazioni_sportive.htm

UISP - Unione Italiana sport per tutti (Italian Union Sport for Everyone). Official website: http://www.uisp.it/nazionale/ (national)
http://www.uisp.it/palermo/index.php?idArea=8&contentId=1 (Palermo)


Success stories of previous initiatives and trainings:
SPORT POPOLARE IN SPAZIO PUBBLICO (People’s sport in public space):
www.facebook.com/events/639148906236527/

SPORT E GIOCHI DEI PAESI TUOI. L’INTEGRAZIONE CULTURALE E SOCIALE ATTRAVERSO LO SPORT E I GIOCHI POPOLARI
(Folk Sports and games for cultural and social integration)

VINCERE DA GRANDI (winning as a “great/big”) 
www.coni.it/images/documenti/Progetto-Vincere-da-Grandi.pdf

TRAINING COURSE FOR NEW COACHES FISPES
http://www.fispes.it/files/Corsi_di_Formazione_Tecnici_Fispes.pdf

DIRITTI IN CAMPO: Sportpertutti per una società interculturale (Rights in the field: Sport for everyone and for an intercultural society)


<table>
<thead>
<tr>
<th>Title of the best practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training for new coaches (football, volleyball and basketball)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of the provider of the Training Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI (Centro Sportivo Italiano – Italian Sport Centre), Local Committee of Milan, Region Lombardia, Italy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact details of the Training provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI Milan</td>
</tr>
<tr>
<td>Training office tel: +39 02 58391414; e-mail: <a href="mailto:formazione@csi.milano.it">formazione@csi.milano.it</a></td>
</tr>
<tr>
<td>Web link: <a href="http://www.csi.milano.it/">http://www.csi.milano.it/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training for New Coaches organized by CSI Milan (Italian Sport Centre) aims to provide basic knowledge and skills to aspiring coaches and educators with experience in the area of sport (minimum age 16 years), paying particular attention to the specific competences needed to engage children (8-10 years old) in sport activities. The course promotes CSI vision and values of social inclusion through sport and is structured in</td>
</tr>
</tbody>
</table>
seven modules that cover both theoretical and practical aspects of sport education and coaching. Participants who successfully pass the final exam are entitled to sign up in the National Registers and the successive participation in a 1st level Course for Coaches allow them to get the two-year Coach License.

### Objectives of the training course

To provide basic knowledge and skills to people who want to become coaches, paying particular attention to the competences needed to specifically engage children (8-10 years old) in sport activities.

### Content 1

The course is structured in 7 theoretical and practical modules of 2 hours each which are followed by a final exam:

- Sport education for children – theory
- Coaching methodologies - theory
- Practice exercises I (football, volleyball, basketball)
- Practice exercises II (football, volleyball, basketball)
- Coaching methodologies in practice
- Practice exercises: How to put “children at the center”. CSI sport approach and proposals
- Final exam

All participants receive the handout “Giocabimbi- Divertirsi con lo sport” (Playkid – Having fun with sport)

### Content 2

**methods/initiatives to attract children from disadvantaged group to the sport clubs**

**Target**

Aspiring coaches and educators with experience in the area of sport, who have never taken training for coaches and do not have experience as coaches. Minimum age: 16 years old.

**Impact**

*economically disadvantaged*- Sport clubs and the community as a whole would benefit from coaches who have a background specifically targeting children.

**Actors involved in the social inclusion process**

**Coaches**

**Disadvantaged children**

**Families**

**Challenges**

Being the training meant for new coaches working with children, one of the main challenges concerned the necessity to design an overarching curriculum that could be suitable for all the coaches, independently from their working settings.

**Training Course implementation methods**

**Face to face**

Participants who successfully pass the final exam are entitled to sign up in the National Registers and the successive participation in a 1st level Course for Coaches allow them to get the two-year Coach License.

### Reference

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
Title of the best practice
Lampi e impronte dello sport in strada: formazione per nuovi operatori
(Flashs and marks of street sport: training for new workers)

Name of the provider of the Training Course
UISP (Unione Italiana Sport Per Tutti – Italian Union Sport for everyone), Italy. The training was organized in two geographical macro areas: in Parma (center-North) and in Pozzuoli (center-South)

Contact details of the Training provider
UISP (national office)
Tel.: +3906.439841
e-mail: progetti@uisp.it
Web link: http://www.uisp.it/nazionale/index.php?idArea=270&contentId=1993

Summary
The training provision (2011) is rooted in the acknowledged need, for UISP youth workers, to enhance and develop new skills for their activities at the grassroots level. In fact, especially with reference to the more disadvantaged districts, the context is characterized by a big disengagement of young people from structured sport activities, making necessary the identification of an effective strategy of intervention that encourages youth participation and offers educational opportunities as well as prospects for social inclusion. Through theoretical and practical tools about street work, street sport, body awareness and socio-cultural mediation, this training (100 h) aims to better the positive impact of sport youth work in terms of social inclusion and was implemented in two cities and for several class groups.

Objectives of the training course
- To provide UISP members (coaches and sport club staff) with the necessary skills to engage disadvantaged young people in sport activities;
- To promote sport as a tool for social intervention, therefore highlighting the links with the methodologies that characterize street work, street education and adventure pedagogy;
- To map the local entities working at the grassroot level and that do/could cooperate with UISP;
- To present a training model at the national level that reinforces UISP identity and its operational aspects.

Content 1
The training consists of five modules that cover three areas: Sociological, technical and experiential.

Module 1 (20h - theory) → sociological area
- Who is youth?
- Sport and the youth between modernity and post-modernity
- Post modern sports: extreme sports, parkour, capoeira, circus, hip-hop

Module 2 (20h – theory + practice) → sociological area
- Community based and participative urban planning
- Rights of minors
- Conflict resolution and mediation in street work
- Techniques and methodologies of street work: between entertainment and prevention

Module 3 (20h – practice) → technical area
- Experiencing post modern sport: technical and educational practical resources

Module 4 (20h) → experiential area
- My body: feelings, expression, relations
- Module 5 (20h) → experiential area
- Street games
- Context, design and planning of local initiatives

Final test

<table>
<thead>
<tr>
<th>Content 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>networking of the sport clubs/ coaches with the local community</td>
</tr>
<tr>
<td>management of conflicts in the sport clubs</td>
</tr>
<tr>
<td>diversity management of the sport clubs</td>
</tr>
<tr>
<td>methods/initiatives to attract children from disadvantaged group to the sport clubs</td>
</tr>
</tbody>
</table>

**Target**
UISP youth workers

**Impact**
*economically disadvantaged* - Considered the enormous positive role of sport against social exclusion, a more effective street work carried out by more skilled youth workers is crucial.

**Actors involved in the social inclusion process**
- *Sport clubs*
- *Coaches*
- *Disadvantaged children*
- *Clubs members*
- *Associations*
- *Community organisation*

**Challenges**
The double location where the training was implemented as well as participants’ heterogeneous experiences different geographic and socio-cultural realities.

**Assessment/Certification**
Final test at the end of the five modules and certificate

**Reference**
Title of the best practice
‘Let’s team up’, a training course in psycho-pedagogy of sport
(‘Facciamo Squadra’, il corso di formazione in psicopedagogia dello sport)

Name of the provider of the Training Course
Fondazione Accademia di Comunicazione and AC Milan Settore Giovanile (AC Milan Youth sector)
Sponsored by the Sport and Youth Department of the Region Lombardia, the Regional Council, the Province Administration and CONI (Milan division).

Contact details of the Training provider
Fondazione Accademia di Comunicazione
Tel: +39 02.92.88.22.11, e-mail: info@fondazioneaccademia.org, website: www.accademiadicomunicazione.org/

AC Milan (Settore Giovanile - Youth sector)
Tel:+39 02.6228.4536, email: fondazione@acmilan.it, website: www.fondazioneaccademia.org

Summary
The concept at the basis of the training course is that amateur coaches play a key role in the group interactions amongst children (hierarchies, respect of the rules, leadership, competition, cooperation and teamwork). In this framework the course is aimed at promoting sport from a different perspective that goes beyond the technical preparation of young people, focusing also on the training of youth team coaches in terms of effective communication with the athletes, the staff of sport associations and the parents of the youth involved. Thus, the course provided 60 coaches of amateur sport clubs (youth sector) with the necessary psycho-pedagogic knowledge to manage young teams and improve the dialogue with the families.

Objectives of the training course
The objective of the training is to improve the soft skills of coaches working with children and teenagers and therefore increase the quality level of the interactions at two different levels, that is one-to-one (with the individual athlete) and one-to-many (with the team and the families). Hence, coaches are trained to effectively play the crucial linking role between family structures and the social system.

Content 1
5 lessons (2h training + 30 min debate)
Day 1: The development of attention skills and affective relations from childhood to adolescence. (Instructor: Ms. Rapisarda - Psychologist)
Day 2: Effective communication with athletes, staff and parents (Instructor: Mr. Demichelis Bruno – Psychologist Chelsea F.C.)
Day 3: Relationship styles – the educational relationship (Instructor: Ms. Mariani Ilenia – Sport psychologist)
Day 4: Group dynamics, hierarchies, internal rules, the leader role, competition and cooperation. (Instructor: Dott.ssa Mariani Ilenia – Sport psychologist)
Day 5: AC Milan experience in the youth sector (Instructor: AC Milan staff – youth division)
### Content 2

*management of conflicts in the sport clubs*
*diversity management of the sport clubs*

### Target

60 amateur football coaches of youth teams (between 6-16 years old)

### Impact

The specific knowledge acquired by the coaches about children and teenager psycho-pedagogy as well as about communication strategies for the improvement of the relationship with the parents are crucial factors for an effective and long-lasting engagement of children into sport and their consequent inclusion in the society.

### Actors involved in the social inclusion process

*Coaches- Clubs members- Families*

### Challenges

The large number of participants taking part in the training (60 coaches) ensured a various exchange of experiences linked to different specific contexts and target group involved (economically disadvantaged, migrants etc.).

### Training Course implementation methods

*Face to face*

### Assessment/Certification

*Certificate of attendance*

### Reference


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**IRODOROS- Greece**

The municipality Megara is one of 325 municipalities of Greece and is located in the western part of Attica (Figure 1). The municipality is located 42 km from the capital of the country, Athens and connected to it by road and rail and includes the cities of Megara and New Peramos and the settlements of Kinetta, Pachi, Alepochori, Meli District, Vlychos District (Roma Community), Neraki, Loutropyrgos, Vlychada, Koumindri.

The total area of the municipality that stretches from the Corinthian to the Saronic Gulf is 330.3 km².
History

Megara is a historic town and a municipality in West Attica, Greece. It lies in the northern section of the Isthmus of Corinth opposite the island of Salamis.

According to, the ancient traveler Pausanias the Megarians said that their town owed its origin to Car, the son of Phoroneus, who built the citadel called 'Caria' and the temples of Demeter called Megara, from which the place derived its name. Unlike the ancient historian Irodotos and Stephanus of Byzantium argue that the city got its name from the ancient Megarian hero son of Poseidon who was killed in battle by the defense of the city.

Megara are the birthplace of Byzas, son of King of Megara emphasized founded in 675 eg Bosphorus city Byzantium (Megara colony). This city would later give its name to the Byzantine Empire.

The city of New Peramos created in 1923 by Greek refugees expelled from their homes by Peramos in Asia Minor during the Asia Minor disaster. It is with many cities of Greece (Peristeri, Nea Smyrni etc.) living cells of Asia Minor Hellenism.

Sports facilities

The Municipality of Megara is vitally concerned with the maintenance of fitness and health for all its citizens. It provides sports facilities and equipment for a full range of
activities. In addition, there are private sport clubs and community centers which offer the chance to enjoy and benefit from physical activity. The following sports facilities controlled by the public entity of social solidarity and Sports "Iroodoros" which aims to promote sport activity and raise public awareness of social and cultural issues. This is achieved through a variety of sport, cultural and social programmes, the continual upgrading of sports facilities and the creation of new recreational venues.

A. Megara

1. Municipal Stadium
   - Football field with natural grass
   - Track and Field facility with synthetic tartan
   - Stadium capacity 2,200
   - 5 locker rooms
   - Indoor track and field facility

2. Fitness Room
   - Weight Lifting
   - Free Weights

3. “Alekos Saltas” Indoor basketball – Volleyball facility
   - Capacity 200
   - 2 locker rooms

4. 3 outdoor basketball court

5. 1 outdoor tennis

6. 1 football field with artificial grass

7. Municipal Football stadium with natural grass
   - Capacity 1,400
   - 3 Locker rooms
B. Nea Peramos

1. «Georgios Tsaldaris» Indoor basketball – Volleyball facility
   - Capacity 600
   - 2 locker rooms

2. Fitness Room
   - Weight Lifting
   - Free Weights

3. 1 Football Field with artificial grass
   - Capacity 450
   - 5 Locker Rooms

4. Outdoor beach volley Court

5. Outdoor Basketball Court

Demographics

Population

According to the last official census of 2011 in the municipality boundaries lived 36,924 inhabitants of which 19,590 men and 17,370 women (Table 1). In this population the municipality of Megara ranked second among the cities of Western Attica.

Table 1 - Municipal Population distribution of Megara

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Residents</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>3.887</td>
</tr>
<tr>
<td>10–19</td>
<td>4.423</td>
</tr>
<tr>
<td>20-29</td>
<td>5.727</td>
</tr>
<tr>
<td>30-39</td>
<td>5.635</td>
</tr>
</tbody>
</table>
In July 2016 the unemployed in the municipality of Megara amounted to 3,945 people (1,364 men and 2,581 women), corresponding to 10.68% of the total population of the municipality.

About 1,070 families are now living below the poverty line and rely on social programs for providing basic food and hygiene goods and medicines.

According to the census of 2011 at the municipality of Megara lived 3,727 foreigners (Albanians, Indians, Pakistanis, etc.) corresponding to 10.09% of the total population of the municipality. The Ministry of Education in 2004 estimated foreign students in Greece in 130,114 (10% of all students) and noted the rise.

Regarding the Roma population (data collected from the Social Services of the Municipality of Megara) in the municipal boundaries reside 265 families of which 161 are families with lots of children. There are 400 children aged 3-16 years who are in these Roma families.

**Sport Clubs**

Today at the Municipality of Megara there are around twenty-two active sport clubs (Table 2).

Most of the athletes participating in different tournaments. These tournaments are organized by national federations and the ministry of sports depending the age category and gender.

There are eleven (11) sport clubs involved with the sport of football most of them are having academies for boys and girls aged 3-16 years.

There are three basketball clubs with academies consisting of boys and girls aged 3-16 years and also adult groups.
There are two (2) volleyball clubs with academies consisting of boys and girls aged 3-16 years and also adult groups.

Also there are several sport clubs involved with gymnastics, rhythmic gymnastics, martial arts (karate, tae-kwon-do, etc.), athletics and tennis with academies and adult groups.

Table 2 – Sport Clubs in the Municipality of Megara

<table>
<thead>
<tr>
<th>Name of the Sport Club</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>VYZAS MEGARON</td>
<td>Football</td>
</tr>
<tr>
<td>Football Sport Club N. PERAMOS</td>
<td>Football</td>
</tr>
<tr>
<td>Football Team ATTALOS</td>
<td>Football</td>
</tr>
<tr>
<td>Football Team MEGARIKOS</td>
<td>Football</td>
</tr>
<tr>
<td>Football Team ARGO MEGARON</td>
<td>Football</td>
</tr>
<tr>
<td>Football Team EUCLID MEGARON</td>
<td>Football</td>
</tr>
<tr>
<td>Korivos MEGARON</td>
<td>Football - Volleyball</td>
</tr>
<tr>
<td></td>
<td>Tennis</td>
</tr>
<tr>
<td>Vyzas Veterans</td>
<td>Football</td>
</tr>
<tr>
<td>N. Peramos Veterans</td>
<td>Football</td>
</tr>
<tr>
<td>Football Friends Sport Club</td>
<td>Football</td>
</tr>
<tr>
<td>Football team MIKRASIATIKI</td>
<td>Football</td>
</tr>
<tr>
<td>Basketball Team ENOSI</td>
<td>Basketball</td>
</tr>
<tr>
<td>Basketball Team NEM</td>
<td>Basketball</td>
</tr>
<tr>
<td>Sport Club KYZIKOS</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Gymnastics Megara</td>
<td>Gymnastics - Basketball</td>
</tr>
<tr>
<td>Track and Field AOM MEGARA</td>
<td>Athletics</td>
</tr>
<tr>
<td>Gymnastics OFAFA</td>
<td>Gymnastics</td>
</tr>
</tbody>
</table>
The sport clubs during their operation have developed cooperation and supported from:

1. The Municipality of Megara who has the personnel, equipment and vehicles for conducting sporting events and sport activities.

2. The Public Entity of Social Solidarity and Sports "Irodoros" of the Municipality of Megara supports the sport clubs by ensuring the maintenance and proper operation of sports facilities which host the trainings and the championships games. Additional in collaboration with the sports ministry, national sports federations and local sport clubs “Irodoros” organize activities including diversity programs to encourage the participation of migrants and ethnic minorities, or initiatives to remove the barriers to accessing different positions in sports organizations.

3. The Greek Police and the Coast Guard to ensure the safe realization of competitions and sporting events.

4. Two volunteer groups "Kouros" and "Research & Rescue team of Megara" which are located in the city of Megara. These two volunteer groups with high social contribution have volunteers and means for supporting the sport events.

5. The Boy Scouts of Megara and New Peramos offering significant assistance in organizing sports events.

6. Different sponsor from the local businesses.

<table>
<thead>
<tr>
<th>Gymnastics NIREAS</th>
<th>Gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Club KOMEOS</td>
<td>Martial Arts</td>
</tr>
<tr>
<td>Martial Arts and Sport N. PERAMOS</td>
<td>Martial Arts</td>
</tr>
<tr>
<td>Sport Club NIKIFOROS PIGASOS</td>
<td>Martial Arts</td>
</tr>
</tbody>
</table>

In the Municipality of Megara unfortunately until today there were not undertaken an initiative by an institution (from the public or private sector) to coordinate and utilize both coaches and generally sport clubs as a mean of social integration for children.
coming from low-income families (below poverty line), immigrants or Roma community.

The Public Entity of social Solidarity and Sports "Irodoros" of the Municipality of Megara identified precisely this lack and therefore prepared and submitted to the European Commission under the Erasmus + sport the proposal named “ATHLISIS”. With the contribution of stakeholders - partners from all over Europe we hope to develop good practices in order coaches and sport managers to manage the tensions due to racist or xenophobic incidents that may appear inside the sport clubs.

These good practices will find application in each country and will contribute to strengthening the social fabric.

Many sport clubs have integrate immigrants, minorities and Roma children in their teams as showed below to Table 3. The number of children compared with the general population is low.

Table 3 – Children living below the poverty line, Roma Community, immigrants, minorities

<table>
<thead>
<tr>
<th>Sport Club</th>
<th>Total 3–16 years old</th>
<th>Number of Children living below the poverty line – roma community, immigrants minorities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VYZAS MEGARON</td>
<td>120</td>
<td>10</td>
<td>8,3 %</td>
</tr>
<tr>
<td>Football Sport Club N. PERAMOS</td>
<td>140</td>
<td>15</td>
<td>10,7%</td>
</tr>
<tr>
<td>Football Team ATTALOS</td>
<td>50</td>
<td>25</td>
<td>50%</td>
</tr>
<tr>
<td>Football Team MEGARIKOS</td>
<td>40</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Football Team ARGO MEGARON</td>
<td>110</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Football Team EUCLID MEGARON</td>
<td>150</td>
<td>66</td>
<td>44%</td>
</tr>
<tr>
<td>KOROIVOS MEGARON</td>
<td>150</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>Vyzas Veterans</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>N. Peramos Veterans</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Sports Club</th>
<th>Children</th>
<th>Parents</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football Friends Sport Club</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Football team MIKRASATIKI</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Basketball Team ENOSI</td>
<td>80</td>
<td>6</td>
<td>7,5%</td>
</tr>
<tr>
<td>Basketball Team NEM</td>
<td>120</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sport Club KYZIKOS</td>
<td>70</td>
<td>2</td>
<td>2,9%</td>
</tr>
<tr>
<td>Gymnastics Megara</td>
<td>150</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>Track and Field AOM MEGARA</td>
<td>200</td>
<td>35</td>
<td>17,5%</td>
</tr>
<tr>
<td>Gymnastics OFAFA</td>
<td>230</td>
<td>2</td>
<td>0,9%</td>
</tr>
<tr>
<td>Gymnastics NIREAS</td>
<td>110</td>
<td>10</td>
<td>11%</td>
</tr>
<tr>
<td>Sport Club KOMEOS</td>
<td>30</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Martial Arts and Sport N. PERAMOS</td>
<td>20</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Sport Club NIKIFOROS PIGASOS</td>
<td>20</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1790</strong></td>
<td><strong>205</strong></td>
<td><strong>12,8%</strong></td>
</tr>
</tbody>
</table>

The managers and the coaches of the sports clubs during the data collections reported that children from families with low incomes (below the poverty line), immigrants, minorities and Roma community through training sessions and games developed friendship relationships with other children and were fully integrated into their teams. On the other hand, they also reported a few cases of parents who criticized the participation of children from minority groups and as a result took their child from the sport club protesting of this involvement.

Thanks to the will of some sport clubs of our municipality:

The Z. M. Albanian from low socioeconomic background joined at an early age the football club AO Korivos and with the support of the sport club (athletic equipment at no cost, improving daily diet free of charge, no membership fees etc.) managed to cultivate his talent in football and get to participate in the professional football team of the "PAS Ioannina" A1 division at the Greek football championship and national team of Albania.
The D. T. from the Roma community from the Municipality of Megara growing up in a relatively poor, hardscrabble neighborhood, thanks to the initiative of the football club Euclid Megaron to provide at no cost the necessary football equipment and covered the membership fee managed to unfold his talent and he is now playing to Atromitos football club A1 division at the Greek football championship.

The sport clubs choose to communicate with the local community providing information about events, activities, and news using all appropriate means of advertising such as:

- Placing flyers and brochures on local community notice boards including local shopping centers that outline the club's services or competitions, membership fees, and contact information.
- Using the social media such as Facebook and Twitter.
- Issuing notices which either publishes them in the local press either posted on bulletin boards located in public places and municipal buildings.
- Issuing informative posters.
- Through their websites.
- Newsletters providing information to members about events, activities, and news.
- Advertising that appears in different forms of media eg. Local and community newspapers.
- Organizing press conferences.

The vast majority of sport clubs in the municipality of Megara addressing both children and adolescents aged 3-17 years and adults regardless of nationality, religion, or race.

The football clubs because of the sexist perception in the country that football is a men's game cater to boys and men mostly. Only this year a football club in the region invited to join in the girls and women classes that want to deal with football and managed to create the first women's football team.
The sport clubs, in cooperation with the Public Entities Public Entity of Social Solidarity and Sports "Irodoros" of Municipality of Megara are running during the year a large number of sporting events and actions. Some of them are described below:

1. **Tournament football academies.**

Two football tournaments are organized each year involving both the football academies sport clubs of the Municipality of Megara and football academies of neighboring municipalities and large popular sport clubs in Greece such as AEK, Olympiakos, Panathinaikos and Atromitos.

2. **3 on 3 basketball tournament.**

Held in the city of New Peramos and it lasts three days involving groups of children and adults from all over Western Attica.

3. **Basketball Camp**

Basketball Camp held in New Peramos involving basketball academies from the local community with the participation of Greek and Serbian basketball coaches.

4. **Track and Field event under the name "Orsippeia" in honor of the ancient Olympic Megara "Orsippus".**

The running events, which include sprints, middle and long-distance events, race walking and hurdling, jumping and throwing races are held at the municipal stadium "Megara Olympians" with the participation of athletes aged 6 to 19 years from different sport clubs through the country.

5. **Men’s Volleyball Tournament «Akis Athanasopoulos».**

The tournament is taking place in the city of New Peramos with the participation A1 League popular clubs like Panathinaikos, AEK and Pamvochaikos.
6. **Gymnastics and rhythmic gymnastics festival**, with the participation of athletes from various sport clubs in Attica.

7. **Martial arts festival**, with the participation of athletes of various sports associations ages from all over Attica.

8. **Pausanias Half Marathon.** A great athletic event co-organized yearly by the Hellenic Athletics Federation (SEGAS) and the Municipalities of Megara and Elefsis. Its motto is “Everyone can be a winner”.

<table>
<thead>
<tr>
<th>Section: Social inequalities - Social exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: Social inequalities and social exclusion</td>
</tr>
<tr>
<td><strong>Action Title</strong> &quot;majority – Minorities&quot;</td>
</tr>
<tr>
<td><strong>Educational stage: D - F grade</strong></td>
</tr>
</tbody>
</table>

**Objectives:**
With this action the students will reflect on the existence of minorities in the society

**Procedure:**
Divide the students in groups and have them play a basketball game with an uneven number of players in each group, for example 2 vs. 5 which team will score 5 baskets.

Make substitutes as much as possible

Then ask questions like:

- Did you liked the way you played basketball?
- How do you feel that the "few" played against the "many"?
- (explain them that we often named the few "minority" and the many “majority"
- Have you ever thought that people from our country can be a "minority" in a different country?
- How do you think we should act against the "minority"?

**Materials:**
balls for basketball
| Epilogue: | "The strength of many should not oppress the few 'rights." |
| Didactic comments: | If students resent the unequal number of players before starting the game, you insist to try. |
| Evaluation: | Ask students to write about the next lesson a short paragraph describing some time that the decision of many others brought in a difficult position. Why it happened and how they felt. |
| Suggestions for similar actions: | You can focus the activity on specific minorities living in Greece. |
Section: Racism – Xenophobia
Subject: Exclusion
Title of action: "Everyone fits in our game"
Educational level: High School - Third Grade -

**Objectives:**
With this action the students will experience exclusion and will learn that we must all take part in games and having fun.

**Materials:**
Depends from the games

<table>
<thead>
<tr>
<th><strong>Procedure:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into 3-4 groups according with the color of their clothes.</td>
</tr>
<tr>
<td>Select 2 or 3 games that you know and the children enjoying playing it.</td>
</tr>
<tr>
<td>After that tell the students that those who have, for example, red color in their clothes they will not participate in this game and they will just sit and watch (you can put different restrictions).</td>
</tr>
<tr>
<td>Then start playing another game and exclude another group of students.</td>
</tr>
<tr>
<td>Repeat until all the groups go through the role of the excluded.</td>
</tr>
<tr>
<td>Then, gather the students and use questions such as the following, to discuss</td>
</tr>
<tr>
<td>• How did you felt, when others were playing and your team sitting and not playing?</td>
</tr>
<tr>
<td>• Can we make some changes to our games, to enable all students to play and have fun?</td>
</tr>
<tr>
<td>We tell students to choose one of the games and played all together.</td>
</tr>
</tbody>
</table>

**Procedure:**
Divide students into 3-4 groups according with the color of their clothes.
Select 2 or 3 games that you know and the children enjoying playing it.
After that tell the students that those who have, for example, red color in their clothes they will not participate in this game and they will just sit and watch (you can put different restrictions).
Then start playing another game and exclude another group of students.
Repeat until all the groups go through the role of the excluded.
Then, gather the students and use questions such as the following, to discuss
• How did you felt, when others were playing and your team sitting and not playing?
• Can we make some changes to our games, to enable all students to play and have fun?
We tell students to choose one of the games and played all together.
<table>
<thead>
<tr>
<th>Didactic comments</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully handle children who are excluded from the game and quickly change roles.</td>
<td>Have students write their own message for today's lesson.</td>
</tr>
</tbody>
</table>

**Epilogue:** "We should not exclude the different kids from our games"

**Suggestions for similar actions:**
### Section: Social inequalities - Social exclusion

**Subject:** Inequalities

**Title of action:** "Opportunities and inequalities"

**Educational level:** High School A - Third Grade

<table>
<thead>
<tr>
<th><strong>Objectives:</strong></th>
<th><strong>Procedure:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>In this activity students will learn and reflect on how the different opportunities leading to social inequalities</td>
<td>Divide students into two groups randomly. We put a group in the line of free throws to score in the basket with a basketball. The other team to put in line, behind the line of three points or score in the basketball basket. We say that the winner will be the team that first manages to score 11 points. Then we change places and they repeat the procedure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Materials:</strong></th>
<th>After the end of the game, use questions such as the following, to discuss with students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ball for basketball and a tennis ball.</td>
<td>1. What caused inequality between groups?</td>
</tr>
<tr>
<td></td>
<td>2. Can you identify the different opportunities they have for education:</td>
</tr>
<tr>
<td></td>
<td>• Children of immigrants or minorities with children of our country?</td>
</tr>
<tr>
<td></td>
<td>• Children living in cities and children living in remote villages?</td>
</tr>
<tr>
<td></td>
<td>• Children whose parents have wide variations in their income?</td>
</tr>
<tr>
<td></td>
<td>• What social inequalities caused by different opportunities for education in each of these cases?</td>
</tr>
<tr>
<td></td>
<td>• What changes would you recommend to be done in education so that all children have equal opportunities for a better life?</td>
</tr>
<tr>
<td></td>
<td>• Can you spot different chances minority children have in other areas, such as healthcare, information for social benefits etc.;</td>
</tr>
<tr>
<td>Didactic comments:</td>
<td>Evaluation:</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Help kids with questions to pinpoint as it gets more the dimensions of inequalities arising from the different opportunities. Avoid assign responsibilities to &quot;everyone and anyone&quot;, which will let the children feel that they cannot do anything to inhibit the inequalities created around them.</td>
<td>Have students write their own message for today's lesson.</td>
</tr>
</tbody>
</table>

**Epilogue:** "people are responsible for the social inequalities or do different opportunities create social inequality?"

**Suggestions for similar actions:**
You can focus the activity of a particular group of children only

---

**References**

5. Book for the teacher of physical education program "Kallipateira"
7. Social Insurance Institutes (IKA, OAAE, OGA) (19/7/2016).
8. Manpower Employment Organization of Greece (19/07/2016)

10. Social Service of municipality of Megara (07/18/2016).


Title of the best practice
Implementation of projects promoting equality in society “Kallipateira”

Name of the provider of the Training Course
Greek Ministry of Education

Contact details of the Training provider
Greek Ministry of Education
Postal address: Andrea Papandreou 2 – Marousi – 15180 – Greece
Telephone number: +302103442000
Online contact form: http://www.minedu.gov.gr/epikoinonia/forma-epikoinwnias

Summary
As a continuation of the Olympic Education program which had important pedagogic developed the program called “Kallipateira”, which was funded by 75% by the European Union and 25% from Ministry of Education. The content of the Act Implementing promoting programs equality in society - Kallipateira emphasizes the culture of equality in school community and promote the active participation of children in matters related to moral development and behaviour. The program aimed to post-Olympic use of the expertise and support of democratic and tolerant character of our young people as key goals of the modern citizen.
Specifically, the program aimed at encouraging actions to support a healthy, open and modern society with innovative approach through the physical education and sports. Physical education is a subject in the school weekly program requires students’ cooperation, teamwork, mutual respect, mutual support, solidarity and acceptance, regardless of gender, origin, social and cultural background.
The main objectives of “Kallipateira” program were:
• active participation -tris students to acquire knowledge,
• b) the understanding that the sport and life are all different, but all are equal,
• c) to encourage actions to support a healthy, open and tolerant society,
• d) to promote intercultural education,
• e) the improvement of students’ communication skills and
• g) the creative and peaceful coexistence without prejudice.

All the physical education teachers of working in the program attended a weekly intensive training program was completed in December 2006. The training was intended:
• a) the proper preparation of teachers for physical education new data and
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program requirements,
b) to strengthen knowledge them,
c) the development of teaching skills that would help them to become effective in achieving the program's objectives in relation to schoolchildren.

The program through motor activities, games and sports tried to encourage students to acquire new knowledge, skills and experiences that would contribute to differentiate attitudes, perceptions, the feelings, and values to develop morally and diversify their behaviour. The program focused on values that had to do with respect for diversity, as they perceived it today (religion, race, ethnicity, culture, gender, social status, abilities) and to convey solidarity and respect in diversity. Regardless, then, of the individual needs of the students, the program provided an opportunity to adapt the game and of course in general, so that everyone can play, learn and participate actively. Based on the above, the “Kallipateira” program has continuity program of Olympic education, aiming at broadening the objectives of Course of physical education and its evolution.

Objectives of the training course
✓ Promoting equality in society ✓ Promotion of human rights ✓ Tolerance for diversity
✓ Respect for other cultures ✓ Manage conflicts peacefully

Content 1
Module 1: Human rights
Module 2: Inter culturalism
Module 3: Racism and xenophobia
Module 4: Gender and equality
Module 5: Social inequality and social exclusion
Module 6: Aggression and violence in sport

Content 2
✓ Management of conflicts in the sport
✓ Methods/initiatives to attract children from disadvantaged group to the sport

Target
Physical education teachers (Greek primary and secondary schools)

Impact
✓ migrant
✓ economically disadvantaged
✓ ethnic minorities
✓ Other: religious minorities, disabled

After the implementation of the program "Kallipateira" found differentiation with respect to the climate of racism and xenophobia in the Greek schools. Foreigners and Greek students showed a tendency more friendly to each other, accepting diversity and coexistence without particular problems while foreign students came closer with the Greek element.

The program managed to accept everyone, all without requiring anyone to eliminate the diversity of (language, color, ancestry, religion, etc.). The questionnaire "School climate" after the implementation of "Kallipateira" identified low prices to factors like "Greek" and "not Greek" and high prices to factor equal treatment confirming the adoption largely by students of the opinion that there is equal treatment regardless of
nationality.
In December 2006, 1,800 teachers were trained in physical education "Kallipateira" program in six cities (Athens, Thessaloniki, Patras, Komotini and Chania Trikala

Actors involved in the social inclusion process

Coaches
Disadvantaged children

Challenges

The data analysis of questionnaires completed by physics teacher education, showed that a training program is properly configured and adapted to the needs of trainees can enhance all aspects that make them effective in teaching.
However, it should be mentioned that many of the participants expressed the view that the duration of the training program was short and to they allow themselves to feel more capable, and asked to see the immediate future and other training programs with relevant content.

Training Course implementation methods

Face to face

Assessment/Certification

1. Completion questionnaires a) "national identity Perception" which consisted of 25 questions that formed four factors (ethnic belonging, lack of interaction, fringe, assimilation) b) "School climate" which consists of 17 questions forming three factors (positive attitude of the Greeks, positive treatment of aliens equal treatment regardless of origin) .The survey involved 248 fifth and sixth grade students of elementary school in the prefectures of Attica and Drama, with mean age of 10,4.
2. Completing a questionnaire consisted of 24 questions and was considering a) the overall organization of the training "Kallipateira" (general organization, printed materials, lectures, experiential workshops, accommodation) b) very effectively education of "Kallipateira" (themes and content individual modules, teaching competence of the speakers, very effectively working groups) c) the impact of the training the participants physical education teachers (assessment of attitudes, knowledge and self-efficacy of participants in terms of teaching moral values).
The questionnaire was completed by 1205 physical education teachers (566 men, 639 women) with a mean age of 40 who were trained under the "Kallipateira program".

Reference

APGA- Slovenia

The municipality of Velenje is located in Savinjsko-Šaleška region which is one of twelve regions in Slovenia.

The heart of the municipality is the town of Velenje, a predominantly industrial centre, which is fast becoming the hub of the Savinjsko-Šaleška region with highly developed trade and other administrative, educational and other business sectors.

Velenje is a Town like no other in Slovenia. It was built in few years during 1950-1960 as concept for healthy living in new socialistic society.

Velenje is the 5th biggest city in Slovenia known for its coal mine and factory Gorenje.

Municipality has about 34,000 residents and measures 83.5 km2. It has 25 villages, 16 local communities and 3 city districts.

Around 75 % of the population in Velenje are immigrants from Bosnia, Croatia, Serbia, Kosovo, Montenegro and Macedonia. Though population census taken in 2002 shows 70% are Slovene nationality, 18% are other nationality and 12% are undefined. Fact is that it is the second or third generation immigrants and statistics probably indicates a good integration of different cultures and nations.

In the municipality operates 12 kindergartens, attended by 1,322 children. Of all the children in the municipality aged 1-5 years 71% are attending kindergarten, which is less than average in Slovenia (76.5%). There are six elementary schools attended approximately by 2,260 students. Various secondary schools were attended by about 1,160 pupils. Per 1,000 residents there are on average 40 university students and 10 graduates yearly; in Slovenia there are on average 42 students and 9 graduates per 1,000 residents.

In Velenje there is also an institution for children with special needs, mainly with intellectual disabilities. Within the institution operates the working center for people with special needs.

Large companies in our municipality represent a 3% share, medium, 4%, and the rest are small companies. Large companies employ nearly 80% of all employees in the municipality, of which the manufacturing sector employs the largest share of 57% employees, mining 12%, shop 12 %, construction 6%, and the remaining employees are scattered throughout other activities. Main activities are the processing industry, with the majority of machinery and equipment, mining and energy, trade, construction and service activities.

Among population aged 15 to 64 years (i.e. working age population) about 55% of employees are self-employed persons, which is less than the Slovenian average (57%). Among the active population of the municipality it was on average 14.5% of registered unemployment, which is more than the national average (13.1%). Among the unemployed there are - as in most Slovenian municipalities - more women than men. Average monthly earnings per employee in the gross amount is approximately equal to the annual average of monthly earnings for Slovenia; and net earnings equal to the annual average.
In the considered year (2014) there was 368 dwellings per 1,000 population. Approximately 55% of dwellings had at least three rooms (i.e. three or more). The average size of the apartment was 76 m². Every other person in the municipality had a car (48 passenger cars per 100 population); that was 9 years old in average.

The age structure shows there are 15% age 0-14 years, 70% age 15-64 and 15% 65+ years old. There is 51% male and 49% female population.

In Velenje there are all important public institutions:

- Administrative
- Cultural
- Economic, commercial
- Environmental
- Health and Social care
- Educational

Sports facilities in the municipality of Velenje:

- Sports hall, indoor swimming pool, city stadium, roller skating rink, tennis center, fitness center, tennis, water sports center, children's playgrounds

From 1950 to 1980, it was a big wave of economic migration from the republics of the former Yugoslavia, now Serbia, Croatia, Bosnia and Macedonia, to Velenje. Majority of population, are therefore originally non Slovenian nationality.

The city has otherwise multicultural roots, but mostly migrants they are fully integrated (assimilated) so that is a large proportion of families whose parents are of different nationalities.

Although they maintain to preserve their national identity, also due to fact that together with the Slovenians they are deriving from the common country, they don't have a special need to asserting their national identity.

We can state that although Velenje is a multicultural city of different nationalities there are no disadvantages regarding nationality among them.

Regarding the recent migration problems in Europe, by Slovenia it is considered to be in the process to the greatest extent a transit country of migration flows and that these flows are not held on the territory of the Velenje region.

In the context of disadvantages primarily economic disadvantage can be exposed.

- Information on sport clubs in the context (numbers, dimensions, geographical context, sports and recreational activities, target groups involved)

There are 127 sport clubs in Velenje out of which 48 are members of local Sports federation and whose programs are recognized to be in public interest and are therefore cofinanced out of public funds:
- 4 carry out programs for people with disabilities, including 620 participants all ages and both genders
- 22 carry out recreational programs, including 2500 participants all ages and both genders
- 9 carry out programs for top level sport, including 125 participants age 20+
- 17 carry out programs for competitive sport, including 480 participants age 20+
- 20 carry out programs for youth competitive sport, including 2200 youth from age 10-19
- 31 carry out programs for youth extracurricular activities, including 2500 school children

Mostly clubs attract members of all ages and they offer both; recreational and competitive forms of training. Many of the clubs can boast the rankings at the Olympic Games, as well with a few medals. The main clubs in Velenje are athletics, swimming, handball and football club.

Representative of the interests of sport at local level in Slovenia are the sports federations, whose members are sports clubs at local level, and which are members of the National Olympic Committee.

Sports federations are responsible for representing the interests of the sports clubs and the implementation of sports programs in the public interest.

There are 80 Sports federations in Slovenia which are also part of NOC. And one of them is Sports federation Velenje.

Tasks of sports associations also include cooperation:

- With sports clubs
- with the local community,
- with schools
- with businesses
- with national institutions in the field of sports
- with local and national government
- with other stakeholders in the field of sport.

Sports federations are also responsible for the implementation of Nacional Program of Sport adopted at the state level.

Organizational structure of sport in Slovenia:

\[\text{ATHLISI}\]
As presented before, there are no differences or disadvantages based on minority or ethnic diversity and therefore no special initiatives are needed in this regard. Children are equally involved in sports clubs in different sports programs.

Children with special needs

There are programs for children with special needs conducted by public institutions that include sports, carried out by professionals.

As for the clubs there is a Swimming club offering program for children with special needs, mostly down syndrome. Their program is based on Halliwick concept.

Swimming Club is operating since 1976 and has 101 athletes age 7 to 25 years.

Persons with disabilities
For persons with disabilities there are four (4) clubs dealing only with this population. They include over 620 persons with disabilities of all ages, providing regular exercise programs.

**Economically disadvantaged**

Economically disadvantaged children are actually the one group that reflects the content of the project and are present also in Velenje.

The problem is usually resolved by silent rule common for all clubs, that economically disadvantaged children don’t need to pay monthly membership fee. For reimbursements of costs clubs apply for funding of the local community.

**Vacation programs**

Sports federation and its member clubs provide programs for children during the vacations. Mostly programs are free of payment and financed out of local community budget.

**Healthy living style...**

... is a program carried out by the Institute for Sport Slovenia and is co-financed from EU funds. Program is carried out only with the participation of schools but outside of regular school hours. It aims to develop fundamental motor skills (physical literacy), acquisition of motor skills and promoting a healthy lifestyle and includes, in particular children, who are not otherwise involved in sports programs in schools or clubs. It is carried out from 1st to 9th grade Elementary School. Program may be carried out by school and also sport clubs, but the latter only involving professionals in sports (graduates in sport) and in cooperation with school.

One of the good things of socialism, a system Slovenia is deriving from, was social equality. Those effects are clearly present today and we may claim that Slovenia is still highly social country.

Different nationalities of past Yugoslavia were treated as equal (fraternity and equality). Regardless ideology, this concept was adopted by the people and is still present in Slovenia. There are very little or any disadvantages based on ethnic or minority issue. Especially sport was and is always the mean of association.

Statistics shows that 60% of Slovenian population is active in sport and recreation, 30% of them are active within sports clubs. There is only slight difference between man and women in favor of more active man. Same is true for Velenje as well.

Local community provides original own funds to sport clubs for sports and recreational programs.

Sports clubs are fairly well organized and united into local Sports federation.

Sports federations are principal NGO institutions responsible and in charge for the development of sport.

There is a strong vertical organizational structure of sport leading from local clubs to National Olympic Committee and public institutions in Slovenia.

In Velenje local community fully supports sports, and there is variety of sports and
recreation programs.

Social inclusion is somehow taken for granted and therefore perhaps not enough attention is dedicated to the issue.

Integrating different participants may not always be the best solution.

Although statistics shows that in population as whole man and women are equally involved in sport and recreational activities, researches show that during educational process, especially at the end of primary and beginning of secondary school girls are very likely to stop being physically active in sport and recreation. Therefore, girls age 14 to 18 represent a social group in need of attention.

To our knowledge there are no training programs for coaches regarding issue of social inclusion of disadvantaged children.

In Slovenia we have adopted a National sports program (NSP), which among other things defines the scope of the public interest in the sport, program providers, funders programs, etc.

Each local community is obliged to adopt the Annual sports program, which defines the content and public funding for implementation of sport programs in public interest.

Public interest defined in NSP covers (partially presented):

- Sport programs
  - In educational system
  - Leisure sport for youth
  - Sport for youth with special needs
  - Sport for students
  - Quality sport (competitive)
  - Top quality sport
  - Sport for persons with disabilities
  - Recreational sport
  - Sport for elderly
- Sports infrastructure
- Development of sport
  - Education and trainings of sport experts
  - Health care of athletes
- Organizational structure
  - Operation of sports organizations
  - Volunteerism
- Sport events and promotion

The Annual sports program is prepared in cooperation with local sports federation and local community government.

The performers of the program are sports clubs that carry out programs in the public interest.
For promotion of sport different means are used:

- ICT (web, mail, social media)
- Radio and local TV
- Brochures
- Live presentations
- In Slovenia training programs in sport are determined by the Expert council of sports. Amongst those programs there is none intended for trainings to promote social integration.
- We also contacted Faculty of Sport which is provider of theoretical part of sport trainings, and they are also not aware of any such specific program.

<table>
<thead>
<tr>
<th>Title of the best practice</th>
<th>Healthy lifestyle – Zdrav življenjski slog</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the provider of the Training Course</td>
<td>Slovenian institute of sport Planica</td>
</tr>
<tr>
<td>Contact details of the Training provider</td>
<td>Zavod Za Šport RS Planica, Nastja Kanduč Zupančič, T: +386 (01) 4342391, <a href="mailto:nastja.kanduc-zupancic@sport.si">nastja.kanduc-zupancic@sport.si</a></td>
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| Summary | The operation is partly financed by the European Union through the European Social Fund and the Ministry of Education, Science and Sport. The operation is performed under the Operational Programme for the implementation of the cohesion policy for the period 2014-2020; 9. Axis: Social inclusion and reduce the risk of poverty, investment priorities 9.1. Active involvement, including the promotion of equal opportunities and the active participation and improve employability and specific objective 3: Prevention of slipping into poverty and social exclusion and reduce health inequalities.
Healthy Lifestyle Project aims to develop fundamental motor skills (physical literacy), acquisition of motor skills and promoting a healthy lifestyle. It is carried out from 1st to 9th grade elementary school students and also with the help of qualified personnel encourages the establishment of samples of healthy life.
The program can be implemented by:
- primary school,
- Institutions registered for the activities in sport,
- Associations in the public interest (national sports association, sports club, etc.).
In collaboration with practitioners who:
- have proper education in sports
have, for the duration of the program with the applicant entered into a contract of employment on the program.
| Objectives of the training course | To further encourage primary school children to the creation of a healthy lifestyle. |
• Through sporting activities offered by the program, actively involve 20 to 30% of primary school population
• To provide interested students 5 hours of physical activity per week.
• Eliminate the consequences of the negative effects of modern lifestyle (exercise appropriate posture, eliminating the flatness of the foot, eliminating obesity, the development of general endurance).

The program is to provide children involved in the program, the recommended daily professionally guided exercises, in accordance with the recommendations of the EU Physical Activity Guidelines (adopted in November 2008 in Biarritz), and in accordance with the Strategy of the Government in the area of the body (physical) activities to promote the health of 2007 and 2012.

Content 1

This is not a training course but implementation program. Yearly seminar is organized for operators of the program.
Content of seminar:
• platform, content and objectives of the program
• example of good practice
• analytic research and analysis of the effects of the program
• financial aspects of the program

Content 2

cooperation of the sport clubs/ coaches with the local community cooperation with local stakeholders (ex. schools, municipalities etc.)

Target

Teachers and sports coaches graduates of the Faculty of Sport implementing a program.

Impact

Intervention sports program "Healthy Lifestyle" has an impact on various areas of child development (physical development, motor development, health, personal well-being, socialization).

Indicators of psychomotor status of children is constantly improving from 2011 to 2013.

Undoubtedly, the program has promoted cooperation between schools, associations, sport clubs and parents.

The extent of the involvement of children in sport has increased.

Participation in the program is free of charge and accessible to all children equally, which is particularly important in the integration of socially disadvantaged children.

Actors involved in the social inclusion process

X Sport clubs
X Coaches

Challenges

NA
Training Course implementation methods

Face to face

Assessment/Certification

Program implementers are exclusively graduates of sport. For participation in the seminar they receive a certificate, valid for collecting points for career progression.

Reference

http://www.zsrs-planica.si/2013/09/18/seminar-zdrav-zivljenjski-slog/

FOPSIM- Malta

Data presenting basic detail of current Maltese population, with net migration so far this year (net migration is a number of migrants worked out from migrants coming into the country and people emigrating from Malta) number of

At the end of 2014, the total population of Malta stood at an estimated 429,344 – an increase of 0.9 per cent when compared to the previous year. The majority of the population was constituted of Maltese residents (93.6 per cent) while the remaining 6.4 per cent (27,476) were foreigners.

Source: Demographic review 2014, NSO

As it is been noticed that most immigrants of Malta residue in southern areas of the island (table 8) fading within the 34.2% of the Maltese population. The reason for the migrants settling within southern area of the island would be due to the area being more developed than north of middle meaning there could be more work opportunity and activities they could be involved in.
looking at the data above it is clear that all the areas where migrants residue are in the southern parts of the country, hence this project being aims to locate sport activities with southern area of the island to provide easy access for those socially disadvantaged due to their ethnicity.

5 Illegal boats of around of 560 people have been arriving to Malta in 2014, excluding those that were arriving in previous years, within each boat it has been noticed that round of384 migrants are African citizens with approx. 141 Syrian refugees, 118 being Somalian nationals and about 80 from Sudan. The remaining group of migrants on the boat are believed to be Asian origin.
1352 applications for asylum was received by the Office of the Refugee Commissioner in 2014 this was almost 40% less than in the previous year. (NSO, Demographic Review 2014). However During 2015, 1,844 applications were received by the Office of the Refugee Commissioner, an increase of 36.4 per cent over the preceding year within this number there was 397 asylum applicants aged between 0 and 17, 232 male and 165 female. 286 people of this age group have been granted refugee status. This age group is the one that the project is aimed at and shows that actually just in 2016 there is so quiet high amount of refugees arriving from many countries around the whole world, with main groups being African ethics and 2nd largest group being from Asia.

As seen on below graph total of 787 Non-EU residents in age group of 0-19 and 485 from EU in same age group. Therefore the total registered number of children which

Data on the side presents percentage of nations that have been granted legal permission to stay in Malta.

Source: National Statistics Office, Malta 2014
would be able to participate is 1272 total population in Malta of this group age is 85850 citizens meaning that approximately migrant’s children form a group which is less than 1.5% of the total population in the give age group.

<table>
<thead>
<tr>
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<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
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<td>225</td>
<td>485</td>
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<td>40-49</td>
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<td>24</td>
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<tr>
<td>Total</td>
<td>2,707</td>
<td>1,728</td>
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<table>
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<th>Males</th>
<th>Females</th>
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<td>4,895</td>
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<tr>
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<tr>
<td>19</td>
<td>2,787</td>
<td>2,455</td>
<td>5,242</td>
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</table>

Source: National Statistics Office Malta, 2015

Due to the areas that the majority of migrants are coming from they are financially disadvantaged compared to Maltese and EU members due to funds they are able to bring with them to the country, as a reason for migration is typically, war, poverty, religious discrimination.

According to the Organisation for Economic Co-operation and Development (OECD), children from immigrant as well as poorer backgrounds are more likely to be clustered
in disadvantaged schools/areas than their counterparts in countries such as France, Sweden and the Netherlands and UK. This could be exactly the same in Malta with incoming migrants from many war touched countries in Africa and Middle East. Also the number of children in Malta who do not speak or understand English or Maltese is on the increase, MUT President Kevin Bonello stated in 2014, meaning this could be a massive barrier for those children to communicate with their peer groups. Hence this project involving children from wide ethnic minorities in Malta could allow them to learn Basic English to communicate with others but also make new friends, provide with entertainment during the days when their parents are out looking for financial income. But most importantly skills which children will develop trough sport activities, i.e. team work, discipline, commitment, focus.

It has been suggested by local authorities that there are clubs/associations possibly being able to offer their service and work with this project to promote social integration with minority groups in Malta i.e. Migrants from EU and outside. Clubs pointed out were:

Marsa Nursery
Balzan Nursery
Attard Nursery
Florian Football Club
Valletta Football Club

in addition there is a list of many more attached to the document in Excel. It represents many associations who offer sport activities to youngsters and children in many different sports.

However since this a new project introduced in Malta there isn't any date and evidence suggesting that those associations ever worked with migrants hence best codes of practise are only applicable to wider groups i.e. Maltese residents/citizens. Researching the clubs providing sport activities to children it has been noticed that there are many activities during summer days that children of any age groups can attend (mainly there is cost associated with participations) proving successful codes of practise and professionalism form those associations.

Research carried out in local communities explains awareness of disadvantaged people in the island of Malta. There is approximately 1300 migrant children aged between 0 and 19 meaning that fairly large number of them could be taking part of sport activities around the island to socialise and learn how to adopt into Maltese life style and live in harmony with Maltese citizens.

However as noticed in a research carried out around areas of Malta here population density is large, it has been pointed out by many that there isn’t many activities offered by either local council, sport associations and government. If there are such
activities majority of them carry out financial contribution to be able to take part in it. As we aware that migrants are leaving here on basic leaving standards if not lower it needs to be understood that paid events are out of their financial reach hence their participation becomes impossible leaving them socially excluded. There are occasional groups of people who offer activities which include migrants to take part in, in Fgura area. Unfortunately so far no such major projects have been introduced hence lack of best practice material available. Although there are similar projects carried out in EU countries “SPIN” which is Erasmus + project, involving refugees into football events to promote equal opportunities between minorities. “ESPIN is the follow-up initiative to the EU project “Sport Inclusion Network (SPIN)– Involving migrants in mainstream sport institutions” which was implemented in 2011–2012.” (ERASMUS + Project: European Sport Inclusion Network, 2016)

This is a National and governmental project involving nations like UK, Ireland, Italy, Hungary, Finland, Germany, Austria and Portugal. All countries take the migrant integration serious hence involving governing bodies to take part in the project, “The National Governing Bodies (NGBS) see themselves not only as providers of sports facilities but also of possibilities to use sport for more than just sport. This view is combined with the development in the field of inclusion politics in general with for example Labour’s Human Rights Act in 1998, binding public bodies to the European Convention on Human Rights. There is a broad co-operation of NGBs, sports organisation and private sponsorship on a national level.” (Inclusion of Migrants in and through Sports, A Guide to Good Practice, 2012)

Those countries offer activities in different sports making it more flexible for participants and allowing them to have a choice in which sport they would like to take part of. “Beside language courses, professional further education programmes count as important building blocks for inclusion and the encouragement of participation in public life. Accordingly, the provision of training for qualifications in sports can play an important role in inclusion as, above and beyond the sport related content, it can convey social competence and key qualifications of relevance in other societal areas” (Inclusion of Migrants in and through Sports, A Guide to Good Practice, 2012)

Examples used in other countries within the same project: Role of National Governing Bodies of Sport and the Public Sector

Are there cross-departmental policies-strategies on the role of sport for inclusion (developed via a wide scale consultation process)? Are there sustainable policy-led cross-departmental funding streams to support inclusion practice based on policy?
funding linked to impact assessment? Is funding linked to National Governing Bodies of Sport’s having effective community partnerships (NGOs etc) and action plans? Is there a designated unit/champion (Ministerial or Sporting) for inclusion through/in sport?

Criteria for inclusion through sport are based on the assumption that inclusion does not occur automatically as a “by-product” of sport involvement and is not achieved simply by a mere increase in the number of migrants in sport but rather by focused inclusion work. It raises the question whether there are options that promote social inclusion through organised sports, which then allow migrants to realise positions and rights within and also outside the sport club and to acquire new knowledge and skills.

Inclusion potential through sport (qualitative)

Are there possibilities to improve language skills in day-to-day practice of the sport programme (e.g. language courses)? Are there any possibilities for civic engagement designed in such a way that migrants can be assigned important offices and positions (e.g. trainers, group workers, youth officers, etc.) so that they can position themselves beyond formal membership? Are there target group-specific training programmes according to the context of the sport which enable people to occupy important positions in the club (club management, trainer course, etc.)? Are there sport pedagogic concepts which promote specific social and personal skills (e.g. self-esteem) of young people? (Inclusion of Migrants in and through Sports, A Guide to Good Practice, 2012)

To build best contacts are organise suitable events for migrants, national organisations are most suitable to be taking part in due to their long list of contacts, professional experience.
Water games for our Summer Camp participants yesterday at Sallinos.
Following their qualification from Group D, the Paola Hibs Under 10 Squad, led by Coaches George Vella and Jean Paul Busuttil, played their last 2 fixtures in the Wroclaw Trophy earlier today.

Both games were played in very high temperatures, and following another win with a 1-0 result in their first game, our lads had a bad start in the second fixture, going 3-0 down in the early stages of the game. However, our boys rallied and pushed our opponents till the very end, eventu... Zobacz więcej
Clubs like Valetta Fc are also experienced with children hence they should be able to show best practises on how to work with migrant youth. Paola Hibernians also proving that there are professional people who are experienced to work with youth and teach them.

References


“Malta population clock” accessed at http://countrysizers.info/en/Malta


“EU immigration: 'Malta is the smallest state, and we are carrying a burden that is much bigger than any other country” accessed at http://www.telegraph.co.uk/news/worldnews/europe/malta/10192458/EU-immigration-Malta-is-the-smallest-state-and-we-are-carrying-a-burden-that-is-much-bigger-than-any-other-country.html


“Sport organisations Malta” accessed online on 01/08/2016 at https://www.sportmalta.org.mt/directory/football

“Inclusion of Migrants in and through Sports, A Guide to Good Practice” www.sportinclusion.net
The European Union’s policy document “White Paper on Sport” (EC, 2007) sets the stage for health promotion through sports. It states: “As a tool for health-enhancing physical activity, the sport movement has a greater influence than any other social movement. However, the recognised potential of the sport movement to foster health-enhancing physical activity often remains under-utilised and needs to be developed. Sport organisations are encouraged to take into account their potential for health-enhancing physical activity and to undertake activities for this purpose.”

While health has emerged as an increasingly prominent social challenge and physical activity has proved to be an essential health promoting behaviour, the policy makers have realised the potential of sports clubs to support the promotion of public health. This has become evident in many national physical activity programs as well as in the European Union’s sport-related policies and guidelines.

The concept of health-promoting settings-approach was introduced before the Ottawa Charter on health promotion, which states that “health is created and lived by people within the settings of their everyday life, where they learn, work, play and love” (WHO, 1986). The concept of healthy settings has been developed during the past 20 years and is now a key element of several public health strategies (Dooris, 2004). It is used in a variety of areas, for example, healthy cities, healthy schools, and healthy workplaces. However, the settings-based approach related to sports clubs is not an explicitly well-studied area, even though sports organizations have the potential to promote and create health-promoting environments (Geidne et al., 2013). Provided all that, we need more than ever to design adequate approaches to stimulate sports clubs understand and use their potential and turn into a major vehicle of enhancing health and well-being of the society.

Participating in sports not only enhances physical health, but also has positive social and psychological effects, including increased self-esteem, development of life skills, decreased involvement in risky behaviours, etc. Engagement in physical activity, and especially in a kind of sport prevents, stress, anxiety and depression. In addition to these physiological benefits, sports participation can also improve cognitive and educational performance and provide valuable development experiences, it can contribute for inclusive practices in any stages, etc. Research has found that sports can be a means for overcoming discrimination, can build social connections and can attract young people to out-of-school educational programs, which can achieve substantial improvements in literacy and numeracy. It can also be quite helpful in dealing with youths-related problems connected with inadequate usage of the spare time, growing aggression and inclination to follow negative social models, etc. The sports sector can be the messenger for many social values and norms. Research also suggests that it can be an arena for developing social skills like cooperation, responsibility, empathy and self-control, as well as promote good citizenship, social success, positive peer relations, leadership skills, and a sense of initiative (Bailey et al., 2009); Fraser-Thomas et al.,
One of the most topical problems today is the preservation of the health of the young generation. This is a permanent, complex, dynamic and multi-driven process that occurs of particular natural and social environment. Physical education and sport are called upon to provide of their adolescents necessary opportunities for better health functional and motor development, preparation and competence for further self-cultivation practice, for their better social inclusion and integration and others - as a condition of maintaining good health and harmony.

In this regard the right physical development - which in many ways predetermines social inclusion and success - needs adequate motor activity lessons in physical education and sport in primary school - as base of the full development and perfection of physiological systems and motor abilities of students. The main task of physical education and sport in schools by the quality of education and social experience is to assist and direct the adequate development of their motor abilities for complete and effective realization in life.

Other key points to the relation and our understanding how to optimize sports opportunities and how to bring sport closer to children and every ordinary citizen and society as whole, were based on researching over the models: Interrelations between physical activity, physical fitness and health, The model "Sport for everybody", Sport in the Context of Social Sciences, The scientific optimization of sport training for body fortification, Which are the most popular sports for children, Social dimensions of Sport and so on.

Sports have gradually turned into a global phenomenon that produces significant direct and indirect impacts on the development of the society. It can be a very valuable way of engaging with a variety of social groups with a view to transmitting certain values and ideas, building up steady cooperative communities, developing personal skills, and bettering health and well-being. In fact in some areas, sports can make virtually unique contributions to such processes and be particularly effective in some aspects and areas where other schemes have failed.

Health-enhancing physical activity (HEPA) is any form of physical activity that benefits health and functional capacity without undue harm or risk; thus, it is tightly connected with sports activity. Sports clubs have an inherent place in HEPA and physical culture as they play a multidimensional role in society that goes further beyond simple physical development results, encompassing also important social, mental, cultural, and other dimensions.

Bulgaria is a member country of European Union since 2007 and for that time country politics in area of sport became more adequate to contemporary conditions - through relevant internal and external projects. European union programs - like Erasmus mostly, contribute for the development of sports sector in general. Since its start few years ago, Erasmus + Sport develops clubs, communities, state politics and international cooperation in many ways and all of them are related to the direct

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improvement of administrative, theoretical, practical and experimental opportunities for the clubs and sports organizations.

Started in 2013, Association Footura works mainly in the city of Sofia - capital of Bulgaria with over 2 million citizens. The two main target groups for realisation of our project activities and other sports initiatives are: students (14 -18) and university students (18-25), people in active age - 25 - 45 years old. These groups divide in sub-groups stated by district of living, age, favourite sport to practice, etc. One of our main focus is to develop the periferry areas of our capital with successfully realised projects in the villages of Doganovo, Kokali, Dolna Malina, Illyantsi, Kremikovtsi, etc. (all of them in Sofia municipality). The members of these communities are very often disadvantaged in many ways - lack of information and in risk of social exclusion, living in village areas - far from the city centre where social and sport life are more intensive, people with social problems, ethnic minorities and migrants, children without good example (role-model) and big perspectives, people who don't have the possibility to see the positive dimensions of sport and physical activities directly, etc.

There are a lot of registered sports clubs in Sofia - over 350, most of them are not professional; some of them are amateur sport clubs, others are associations of sport clubs, third are sport organisations, there are students sport clubs, etc. Speaking about non-professional clubs and organisations, they are usually small-sized - regarding their members, area and number of activities, geographical context approach, variety of target groups involved, etc.

Local stakeholders are usually active when there are opportunities for involving of their students (if they are schools), members or players (if they are sport clubs) and they are willing to participate with their time, staff, infrastructure or else. Work with the public offices is still not the easiest thing but there are some young majors or directors of some institutions or local municipalities that are interested to cooperate with clubs. The involving of stakeholders and stockholders could create new condition for sports clubs role in the social and educational process. Thus, voluntary activities in sport can be promoted, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.

In order to accomplish their future plans, the stakeholders noted several needs; these include funding needs - finding sponsors – appropriate and targeted funding. The funds concern mostly the implementation of ideas and projects, the organization of and participation in national and international competitions and tournaments, the improvement of facilities and equipment etc. Furthermore the need for administrative and expert knowledge and capacity for applying and management of these funding options was stressed. Moreover, the need for the establishment of wide net of associates and partners was expressed. Some stakeholders noted also the need to increase their personnel and their informational campaigns as well as informational/promotional material. The need of an adequate national strategy for

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the development of amateur sport was also stressed and, more generally, the need for more support from the state/government and from the Sport Ministry, as well as from other institutions.

The stakeholders’ future plans in respect to health enhancing physical activities are focused mostly on attracting and encouraging young people, but also adults in some cases, to sports and active lifestyles. Mutual work with municipality and schools to ensure enough physical activity of children in school, organizing of open days for children, free sports events were noted as a means to achieve these plans. Some of the organizations are planning also their participation in competitions, tournaments and their participation in the Europe Move Week. Most of the plans are focused on the support of the development of the musculoskeletal structure, cardiovascular and respiratory systems, improving the well-being, physical endurance and are aiming to combat obesity. Some of them focus on promoting also proper eating habits for raising a health culture. Other stakeholders noted that are planning to run informational campaigns to promote sports culture and attract more participants. The organization of seminars and dissemination of materials (paper, picture, video), and the expansion of sport events initiatives were mentioned. Some of their planned activities have also a wider social scope such as working with disadvantaged people.

Using sport as active social tool wasn’t very popular instrument in Bulgaria till 4-5 years. Than several organisations, institutions and sport clubs started to develop (with their own resources) programs like "Day of open doors" - connected with the National day of Sport, "Free sport demonstrations" - connected with European Move Week, some project activities funded by European Union programs and other donors, etc. Association Footura was one of the organisations that actively started to promote sport as a social tool with participation and honour of every national and international Sport day, Move week campaigns, project implementation (FARE, Erasmus, etc.). Sofia municipality and few private funds developed own program for funding of sport and healthy projects where there is a possibility to include weakly developed areas / communities.

One of the best examples of successfully matching of social engagement and chance with sport is an initiative by Sports Management Bulgaria and its president - Mr. Victor Kirkov, called "Team of Hope". This team accepts only migrants and youths from ethnic minorities (often these are children without families) in Bulgaria and train and plays every weekend in the Futsal championship of Sofia. Youths there are usually 18 years old and older, as the idea is to start their positive social life (out of institutions) in friendly environment and with chance to demonstrate their skills and character. This team forms Bulgaria Homeless national team which participate every year in Homeless World Cup, which is actually very big event. The right management of this project gives sponsors and supporters in order to give this social opportunity for the youths through their favourite game - football.
Another great initiative was the creation of the Stars football team - "Team of heart", consisted by famous artists, musicians, tv stars, etc. This team plays only friendly and charity matches - in this way many people come just to watch them or take an autograph, other people come to meet with them and to play against them, so events become more popular and much more people can participate in them - as player, volunteer, supporter or else. This is actually an excellent example of what we call "personal social responsibility" (analogue of CSR).

Association Footura and other organisations actively started to organize charity football and sport tournaments in the last years. This model works for direct support of personal cause and the donors - very often actively amateur players, are not pressured or prayed to give because they play their favourite sport. In the same time, these players feel satisfied that they are engaged with some charity activities and they contribute in some way. We are glad that we participate as partners in organizing of several charity tournaments, organized of our partner organizations. One of our main ideas is to create Charity sports league, organizing several charity tournaments (in various kinds of sports) during the whole year, in various places in Bulgaria.

It is often thanks to voluntary work of managers, coaches, and members that social activities take place at local sports clubs. This laudable commitment shouldn't however be based only on managers and coaches, who may not have enough or adequate competences in the field of social integration (through sport). That is why it might make sense to involve in the club's social activities other specialists, such as: PR experts; researchers; health experts - nutritionists, psychologists, cardiologists, orthopaedics, etc. Collaboration with those specialists will also support the club in finding deeper insight into potential social role and function at sports club level. All that will help the club in its activities to promote integration and synergies in the field of sport, health, education and training, foster the role of sport settings as informal educational organization, and develop its abilities to cooperate with other clubs, organisations, institutions.

One way to strengthen the promoting of active involvement of coaches and sport clubs in the social inclusion of disadvantaged children could be organizing of free trainings for specific groups (low-income people, disadvantaged people, etc.) The increasing inequalities between regions, cities, communities, and people are identified as a major stumbling block ahead of social integration, as they make vulnerable groups, such as women, children, elderly, disabled, poor, unemployed, immigrants, at particularly high risk of unhealthy lifestyle practices and ill-health. All these people have similar needs for sports and recreation as the others, however often they cannot afford to take part in sport activities or just need special conditions to have access. That is why the sports club should concentrate its efforts on finding solutions to those problems and providing the necessary base and approaches to involve these people. Sometimes the solutions could be quite natural and easy to implement if the club has the needed
resources, e.g. offering free training courses for low-income people. These activities targeting disadvantaged groups are extremely important as sports are generally regarded as a vital component for stimulating the integration of people in the society.

Sport is social phenomenon and all sports organisations work for better vision of sport in general and of their product - partially. In this sense we can divide activities of all sports club into two categories - marketing-oriented and results-oriented.

Speaking about marketing and community presence:
Sport clubs have different politics depending on their status (professional, amateur, public, etc.) and depending of the sport(s) they develop - for example in Bulgaria sports like football, volleyball, wrestling, etc. are too popular and the interaction strategy is one kind, but the clubs that develop sports which are not so popular need much deeper analyses, strategy and actions for successful presence in the community.

Speaking about results in the various age groups:
Most important factors are: infrastructure and qualified sport coaches (specialists) - good pedagogues. There are many examples that talent / potential of children / youths express differently in different conditions - much better in great conditions (as infrastructure, coaches, moral support, etc.). Unfortunately there are many examples when talented youths don't develop their sport potential only because lack of good conditions for that. That's why for us the basic and most important conditions for successful working of a sport club regarding its development program (and respectively results), are sport infrastructure and qualified coaches.

Target groups of all the professional sport clubs in Bulgaria are children and professional sportsmen; they don't work with amateurs (over 18 years old sportsmen), respectively they don't work with the community through some social events, open trainings, etc. Professional sports clubs are interested only from results - sport and financial, so they look to their members (players) and to their supporters only as tools to achieve better results.

From the other hand, amateur sports clubs don't have financial and infrastructure support and resources to develop their programs which could lead to any results. By this reason they lose talented youths and it is very difficult to engage amateurs (over 18 years old sportsmen) in the club activities - as volunteers, players or other.

The conclusion of all this is that the two kinds of clubs - professional and amateurs are some kind of encapsulated in their internal problems and it is very difficult for them to
open to the society and its problems and needs.

Other plans noted on a more individual basis were the participation in national and international networks of cooperation for development; the focus on amateur sport and the support of own teams; the construction of the club's sports school with highly qualified coaches to serve as an incubator for the development of young talents and provide an opportunity for a possible career in the future; participation in a project of a local organization for developing sport for kids; search for trainers and specialized staff; the continuance of an international sport Conference and the organization of more self-developed projects with which to apply for external funding, and the construction of new sports facilities.

Unfortunately - after we researched for examples of trainings for sport clubs and coaches to promote social integration in Sofia and Bulgaria - we conclude that still there are not such trainings or even similar trainings.

Public authorities - through some agencies and offices - work directly with disadvantaged groups but they never use sport clubs, sport activities or sport opportunities in their methods.

Private foundations have specific aims of work and usually - even if they support some sport cause - they don't have sport specialists and knowledge to organize such courses for coaches or sport clubs.

Recently, it is very popular to be a sport consultant to people who need to become fit, but it refers only to individuals and it comes closer to Beauty & Spa and Fitness industry - which are closer to healthy living principles and steps away from pure sport and its social values.

As it was mentioned above, sport clubs are concentrated in their own problems and purposes and the preparation of their coaches is limited only to send them on a specialization (and it only happens in a few professional clubs).

In the Bulgarian National Sports Academy (as in other universities) there isn't specialty connected with the social dimensions of sport yet.

This year a project of our colleagues from Association for development of Bulgarian sport starts - called "Integration through sport", funded by Erasmus +, but project activities are still in the beginning.

So speaking about trainings of coaches to promote social integration, we understand that there is a lot of work to be done in Bulgaria. In our work we already tried to realize some similar initiatives - mainly through sports like football and table tennis. Our initiatives weren't trainings but direct events to promote sports as a social tool (and tool for integration and community building) in front of participants (sportsmen) themselves. For that purpose we used models like "Sport for charity", "Role models in
Sport”, "Sports workshops”, etc. Now - implementing ATHLISI project, we have the chance to go further, working with the trainers in sports clubs for their better preparation in terms of theoretical and practical sides of using sport as a social (integration) tool.

Association Footura works in cooperation with one of the institutions for children without parents - in Doganovo, Sofia area, and we supported them with sports equipment, with inclusion of their football team in some of our tournaments, etc.

When we organize our charity tournaments - usually football - we regularly invite to participate various amateur teams, including representatives of disadvantaged social groups. Through their participation we achieve more inclusive opportunities in our communities, we develop successful social models and we create a space for equal co-existence. Our work in these non-formal sports societies (non-formal clubs) promotes social integration in our local context as results are more or less enough for the scale and focus of our organization.

Bibliography:
