



# REPORT – STUDY ABOUT TRACK AND FIELD AS A TOOL FOR SOCIAL INCLUSION

Prepared by Alina Doroch  
Collegium Balticum, Poland

TRACK & FIELD, A RACE TOWARDS THE FUTURE:  
INCLUSION IN SPORT OF YOUNG PEOPLE FROM DISADVANTAGED BACKGROUNDS







# STATE OF ART: RESEARCH AND ANALYSIS ON MODELS AND EXPERIENCES OF EDUCATIONAL PROJECTS WITH YOUNG PEOPLE ON THE STREET



**Szczecińska  
Szkoła Wyższa**



Co-funded by the  
Erasmus+ Programme  
of the European Union



# CONTENTS

<b>4</b>	<b>INTRODUCTION</b>	<b>23</b>	<b>3.TARGET GROUPS AND EDUCATIONAL MEASURES UNDERTAKEN BY EACH PARTNER COUNTRY</b>
<b>6</b>	<b>1.EDUCATION AS THE WAY TO SOCIAL INCLUSION</b>		3.1 Sport in approaching social problems 3.2 Target groups
<b>8</b>	<b>2. STREET EDUCATIONAL MODELS IN BUILDING SOCIAL CAPITAL FOR SOCIAL INCLUSION</b>	<b>30</b>	<b>4. CASE STUDIES</b>
	<b>2.1.1</b> Street education	<b>35</b>	<b>5.CONCLUSIONS</b>
	2.1.1.1 Various forms of street education		
	2.1.1.2 Streetworking in partner countries		
	2.1.1.3 Forms of streetworking		
	2.1.1.4 Institutions participating in streetworking		
	2.1.1.5 Concepts of streetworking		
	2.1.1.6 Profile of streetworking		
	2.1.1.7 Rules regulating streetworkers' work		
	2.1.1.8 Streetworking and various locations		
	2.1.1.9 Areas of intervention realized via streetworking		
	2.1.1.10 People addressed by streetworkers		
	2.1.1.11 Integration of immigrants through street activities		
	<b>2.1.2</b> Various sports forms		
	2.2.1 Definition of sports in each partner country		
	2.2.2 Regulations observed in partner countries		
	2.2.3 Types of sports		
	2.2.4 Competitions		
	2.2.5 Communities participating in sports forms		
	2.2.6 Age profile of sports participants		
	2.2.7 Good practices of street sports		



# INTRODUCTION

The issue of social inclusion has featured on the agenda of many institutions and the projects held globally, aimed at helping those excluded from the mainstream society and deprived of equal rights owing to the lack of appropriate education and skills that would improve their chances on the job market and hence the quality of their lives.

Social inclusion is one the most clearly specified objectives of the European Union, which means that none of the members of the EU is prevented from benefitting from and contributing to the economic and social progress.[1]

However, nowadays it is not only the members of the EU that have become the focus of the EU's attention but also and probably to a large extent, the people who arrive in Europe, in search of a better life and place in society.

It is commonly acknowledged that social and educational exclusion incur great damage to the emotional and intellectual development of all those affected by the lack of proper schooling and equal chances in reaching out for educational opportunities. People with special needs represent a wide spectrum of various cases where individuals have been victimized by all sorts of conditions which made it impossible for them to fully take an advantage of opportunities offered to other members of the community. Hence, it is the responsibility of the authorities of the countries to realize that the educational, emotional, social, personal and physical needs of these people should be met with the view to enabling them to grow into creative citizens. Those who are unable to fulfill the requirements of educational institutions and social norms or laws, not because they are inherently 'delinquent' or are deprived of sufficient support from their parents, experience discrimination within these social settings or wider social issues and economic constraints which have a decisive impact on their everyday life.[2]

[1] Ridge, T. (2002). Childhood Poverty and Social Exclusion, Bristol: The Policy Press

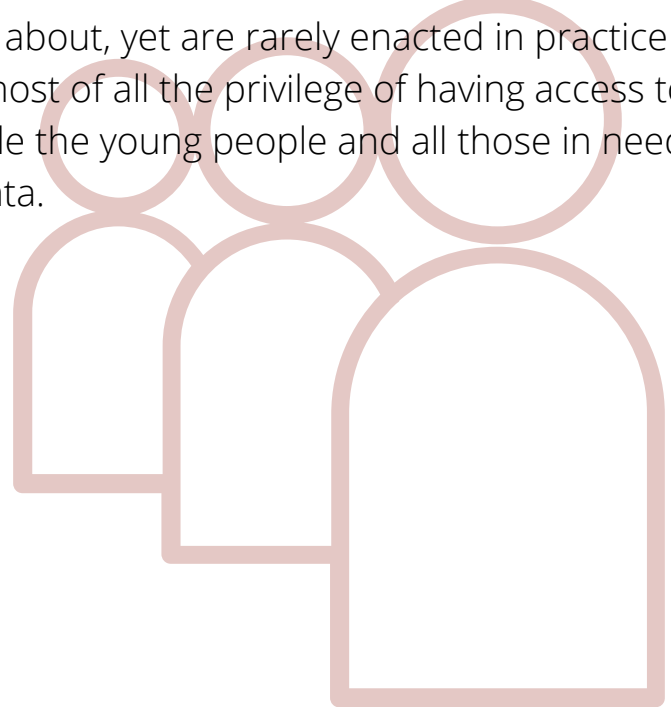
[2] Robo Marsela (2114). Social inclusion and inclusive education (<https://www.ceeol.com/search/articledetail?id=85738>)



In an effort to tackle the situation of many young people deprived of the same chances as the mainstream society as well as the young immigrants, the EU has come up with social programs which would help assist the process of their gradual social inclusion. Yet, it would be too optimistic to state that this transition runs smoothly as there is a number of obstacles that they are forced to face. School is the area where the differences between the local pupils and those coming from different countries should be an asset, enriching and widening their cultural awareness about the world around them and various communities. However, in some situations, this ethnic and cultural difference is still a factor that antagonizes the school communities and, what is worse this conflict is transferred beyond it.

Consequently, this may lead to the phenomenon of social self-exclusion by certain groups of incomers, which may be viewed as a conscious or unconscious withdrawal from the society and refusal to adopt the norms and values of the mainstream so as to avoid assimilation. This form of self-exclusion may result from the negative attitude of the mainstream groups towards the religious, cultural, linguistic and ethnic minority groups. On the other hand, it can also be motivated by personal decision, cultural choice or a sense of alienation. Such a situation is typical of the attitudes expressed towards minority groups, political refugees or migrant workers.[3]

Hence this discourse on the social inclusion and exclusion should involve the issue of rights of individuals which are often talked about, yet are rarely enacted in practice through legislation. These rights include most of all the privilege of having access to education, learning the skills that will enable the young people and all those in need of skills improvement to join the social strata.



[3] Gajendra K.Verma (2012). Education and social integration for all. Challenges and responses. In:Approaches to educational and social inclusion. International perspectives on theory, policy and key challenges.

# 1. EDUCATION AS THE WAY TO SOCIAL INCLUSION

Education is viewed as a way of preparing for the world of work and allowing integration in the labour sphere. What is more, apart from helping to develop the understanding and the ability of critical thinking education encourages the initiative, creativity and entrepreneurial spirit, teamwork and positive social values.

In this way, inclusive education and lifelong learning are becoming the main mechanisms of social inclusion and limiting the risk of social exclusion. It is thanks to education and achievements in this sphere that social cohesion of society, including many social groups, is possible and realistic.

Moreover, greater involvement in the education system contributes to curbing the possibility of the creation of the “culture of poverty”, which translates into non-inclusion and non-participating in the main institutions of the global society and results in a sense of marginalization, dependence and helplessness.[4] That is why education is the only way to get out of the state of poverty and avoid unemployment, thus reducing the number of people dependent on the social institutions’ assistance.

The prolonged period of young people staying out of reach of educational institutions, and due to lack of appropriate skills contributing to an increasing number of unemployed youth, will negatively impact the labour market and consequently the national economy and the society. What is even more worrying is the fact that it is not only the local young people who either willingly or due to various conditions abstain from education, but also the growing number of young people arriving in a foreign country, and who owing to their social and political implications, are faced with the impossibility or difficulty of benefitting from educational opportunities and gaining proper skills that would enable them succeed in the receiving environment.

[4] Slijepcevic Dusanka, (2017), Education as a mechanism of social inclusion – The role of education in reducing the risks of social exclusion.



Bearing in mind the very basic issue of securing every citizen and also the incomers with the fundamental aspects of making their lives better, such as access to health institutions and labour market, education is the principal factor that will guarantee better and more secure future and stability. What is more, access to education is one of the basic human rights that are affirmed by all sorts of international documents asserting that every individual is guaranteed the right to access to education at all levels, where the principle of the equality and non-discrimination is observed.

Hence the statement included in Article 14 – **Right to education**, of the EU Charter of Fundamental Rights, states that:

“

*“No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.”*

”

This is a clear definition of the stance that the EU has adopted with reference to the issue of education as the means of securing social advancement and cohesion.[5]

It is then the responsibility of every member country of the EU to create such favourable conditions that will allow its citizens gain appropriate skills and qualifications which would guarantee them perform certain roles in the society.

[5] EU Charter of Fundamental Rights, Article 14 – Right to education <https://fra.europa.eu/en/eu-charter/article/14-right-education>

## 2. STREET EDUCATIONAL MODELS IN BUILDING SOCIAL CAPITAL FOR SOCIAL INCLUSION

Street educational models have not superseded traditional education entirely, yet they fit in the general educational modes and with the wide spectrum of cultural and entertaining performances fill in the gap, contributing to the general cultural development.

As it has already been mentioned, education is the factor that determines the whole life of any person, not only from the beginning of his/her learning path, but at any point that the particular person, given the right chances, embarks on this process.

Hence it is worth pointing out that the whole process of education is helpful in working towards building the social capital which will finally shape one's future life and professional career.

Hence the question arises as to the nature of 'social capital' and in what way it is going to affect peoples' lives. According to the definition coined by Bourdieu (1986), social capital is "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognitions". [6] In other words, it represents social relationships and the resources that are made available through these relationships.

Social capital is then, the result of entangled activities, including the ones conducted with the families, friends, workmates or any persons met in the course of realizing educational activities or getting involved in all sorts of situations during which building social networks would take place. That is why getting involved in many formal or non-formal ways educational activity is working towards the individual's gaining knowledge and skills, while building a network of social contacts.

[6] Bourdieu, . (1986). The forms of capital. In J. Richards (Ed.), Handbook of Theory and Research for the Sociology of Education. New York: Greenwood Press.



## 2.1. ANALYSES OF THE SURVEYS PERFORMED BY THE PROJECT PARTNERS

The T&F4ALL Project aims to study the development of sports with reference to involve and educate a wide range of participants, encompassing a diversified group of people, mainly, the young ones, however, not excluding the older ones either.

With this in mind, the partners have prepared surveys which concerned street educational models and street sports. Analysis of this material provided ample information, shedding light on the way this issue is addressed in each of the partner countries. Owing to the different nature of the countries, the results produced in the surveys offer an interesting overview of how these issues are approached.

The adopted methodology meant that the survey was divided into two main parts, of which the first one focused on the issue of street education, while the second one referred specifically to how sport is viewed and realized in each partner country.

Each of the subcategories is discussed with reference to various approaches undertaken by partner countries:

### 2.1.1 Street education

#### 2.1.1.1 Various forms of street education

From the information included in the surveys it appears that some countries have both cultural and sports entertainment realized in the open space.



**Poland** boasts many forms of theatrical entertainment dating back to the middle ages, plays, pantomime, and other forms such as workshops, burlesque and concerts. When it comes to sport, this includes the forms that can be joined by children, young people and adults.



➡ **Romania**, In Romania there are workshops based on music, theatre, painting and film, targeting for example young refugees. Their aim is to support them in developing self-esteem, self-confidence, communication and language skills. Moreover the workshops promote mutual understanding of each other's culture, friendship with each other, provide the participants with the knowledge of acting and singing technique and enable them to improvise with texts, songs and music, which boost their confidence of performing in a group.

➡ Like Poland, **Italy** has a lot to offer in terms of participation in street theatrical performances which are held in various locations, mainly the street, but old castles and even old trains feature prominently as the performance scene. Concerts and street competitions are also forms attracting many young people and getting them involved in street education.

➡ **Cyprus** does not mention any theatrical performances or workshops, however concerts and sports competitions are viewed as forms of street activity.

➡ **Slovenia** approaches the question of street education from the point of NGO's involvement, calling it non-formal education in the field. This is realized in the form of youth centres, where streetworkers work with young people, holding discussions. Various NGOs are hosting trainings and workshops with the young people, where they learn practical skills useful on the labour market. Another interesting initiative is the so-called 'chillout corners', where the young people come to talk where the initiative comes from them and it writes in the concept of 'let's hang out together'.

➡ **Spain** offers a diversified spectrum of street activities available to all sorts of participants, which means that everybody can find something interesting that meets their expectations or needs. These attractions include campaigns for a healthy lifestyle, motivation workshops and support groups, local festivities, environmental activities and naturally, as in the case of other partner countries – sports competitions.

➡ **Turkey** realizes street education in the form of workshops, performances and competitions, however it doesn't specify what kind of activity these workshops and performances cover.





### 2.1.1.2 Streetworking in partner countries

- ➡ **Poland** approaches the issue of streetworking as the form of street pedagogy, where it is all sorts of people, but mainly children, young people and also the homeless ones, of which young people make up a large number, who the streetworker works with.
- ➡ **Romania** does not introduce the concept of streetworking and as such it is not used in working with young people, however supposedly NGOs are more familiar with this idea owing to the fact that they are more engaged in working with institutions from other countries.
- ➡ **Italy** mentions one initiative which is aimed at prevention of young people, where the idea rests on three basic principles: assist, listen and follow. The initiative is realized in the form of a mobile bus, moving from one place to another for 24 hours.
- ➡ **Cyprus** does not see the idea of streetworking as something very common in this country since the majority of social work is assigned to activists and social workers who represent non-profit and non-governmental organizations.
- ➡ **Slovenia** describes 'street work' as a wide notion which embraces all social, charitable and educational interventions performed both by individuals and organizations and as such is recognized and common in this country.
- ➡ **Spain** has had social programs since the late 1960s, however it is only recently that the country has recognized streetworking as a highly effective and non-institutionalized form of working with adolescents and young people facing all sorts of problems.
- ➡ **Turkey** does not have the definition of 'streetworking', however the social work is carried out by Youth Centres and Youth Leaders within the Ministry of Youth and Sports, youth centres of the municipalities, the Ministry of Family, Labour and Social Services and NGOs.



### 2.1.1.3 Forms of streetworking

- ➡ **Poland** realizes streetworking in the form of individual support (young people addicted to psychoactive substances), group activities – very useful with young people and community actions in the course of which a wider group of people can be reached.
- ➡ **Romania** – the three mentioned categories, no indication as to the scope of their work.
- ➡ **Italy** – as above.
- ➡ **Cyprus** – of the three categories: individual support, group activities and community actions, the most popular is the last one, followed by group activities and individual support, respectively.
- ➡ **Slovenia** – the three categories, where it is mostly group activities and community actions which depend on the age of the recipients, yet when it comes to individual support, it is mentoring that is adopted.
- ➡ **Spain** – the three categories – no indication of specific activities.
- ➡ **Turkey** offers to young people individual support, group activities allowing peer learning as well as sustainability at work and finally community actions.

### 2.1.1.4 Institutions participating in streetworking

- ➡ **Poland** – streetworking is the form of social work which is realized under the umbrella of social welfare centres, NGOs or institutions operating in the field of social policy or also outside it (depending on the demand for the provision of such a service).
- ➡ **Romania** – it is mainly NGOs.
- ➡ **Italy** – volunteers working in NGOs, social cooperatives and those working in Youth centres.





- ➡ **Cyprus** – they are represented mainly by NGOs and informal groups of citizens.
- ➡ **Slovenia** – NGOs predominantly.
- ➡ **Spain** has quite a wide spectrum of institutions, these include Youth and Social centres, private companies and NGOs.
- ➡ **Turkey** realizes streetworking through the activity of the Ministry of Family, Labour and Social Services as well as Municipalities working with disadvantaged individuals, refugees and the local immigrants.

### 2.1.1.5 Concepts of streetworking

- ➡ **Poland** – the concept of streetworking embraces going out into the street, reaching out to those needing help, creating a dialogue with them, engaging through the activities helping to know the recipients better, providing them with appropriate information regarding their basic needs and where and how they can get help. Moreover every streetworker should cooperate with the institutions which such help provide.
- ➡ **Romania** – there is no official definition of streetworking owing to the fact that this position is not officially recognized. The closest equivalent is the 'socio-educational animator', which describes the occupation, however this post is used by NGOs for certain projects.
- ➡ **Italy** – is based on informal work of volunteer who get in touch with the people with problems and by socializing with them, try to help them overcome their difficulties.
- ➡ **Cyprus** – the concept 'streetworking' is non-existent, however the idea would be realized by means of social workers, street activists or sometimes even by street artists.
- ➡ **Slovenia** – the concept of a streetworker resembles the model operating in Poland, where it is the streetworkers who go out into the street, looking for the ones to help.

- ➡ **Spain** – the closest definition is the one describing the social worker whose job is to help those at risk of social exclusion, experience social or emotional problems. His job is then to offer them advice, practical assistance and emotional support.
- ➡ **Turkey** – has no definition for this job. The activities are realized by volunteers and experts of legal institutions and NGOs.

### 2.1.1.6 Profile of streetworking

- ➡ **Poland** – the person who takes up streetworking should demonstrate experience in working with the socially excluded people. He could be one of the employees of NGOs or a volunteer, having the ability to work under pressure and demonstrating empathy towards those he is helping.
- ➡ **Romania** – the profile of a socio-educational animator one needs to have completed secondary education, followed by a vocational course which would give him appropriate competences specific to the field of activity.
- ➡ **Italy** – the people who are involved in streetworking need to have humanistic background, which means that social workers, graduates from education science, pedagogues or psychologists make the best streetworkers.
- ➡ **Cyprus** – this job could be done by an activist or a social worker with higher education and experience related to the area of socio-humanities, creative art.
- ➡ **Slovenia** – the person who has completed training with reference to social work. Moreover, the worker should demonstrate such qualities as empathy, compassion, the ability to listen and establish good relationships based on mutual understanding with the mentee.
- ➡ **Spain** – this is the social worker being part of a team dealing with specific social problems. These people are part of local authorities, NGOs or organizations responsible for social work.



➡ **Turkey** – the employees are field workers working in institutions. The volunteers who go out into the area have all sorts of educational background, however for this job they need to complete training regarding human rights, the rights of children and youth, formal and informal working methods. Apart from this, employees of NGOs, either psychologists, sociologists, child development specialists, solicitors or professional counselors can take up the post of streetworkers.

### 2.1.1.7 Rules regulating streetworkers' work

➡ **Poland** – at the moment there are no legal conditions for employment as the streetworker. The institution that takes up streetworking can be represented by both a welfare centre, NGOs or institutions operating in the field of social policy or also outside it.

➡ **Romania** – theoretically, the people engaged in streetworking should be certified, yet the NGOs resort to the ones who have non-formal education and experience which is not certified. Still, sometimes organizations are required to obtain certification for their animators, in which case the small organizations may not be able to afford it.

➡ **Italy** – the activities of streetworking are not widely disseminated in the country and also are not formalized.

➡ **Cyprus** – although there are no written rules assigned to the function of a streetworker, the employees representing a Public Regional Authority or any publicly recognized entity are expected to act in the situations where acts of violence in the family are taking place. Also, they recognize and appreciate the different cultural specificities of the people they work with.

➡ **Slovenia** – the young volunteers who take up streetworking complete training which is conducted according to the principles of non-formal education based on the active participation of street performers. The participants gain the knowledge regarding the use of psychoactive substances and alcohol

➡ **Spain** – the functions of social workers embrace prevention, guiding the individuals, support the government's social policies and the establishment of efficient social services. There are also specific features that are essential on this job.



➡ **Turkey** – since the streetworker is not bound by official regulations, the only rules he has to comply with are the regulations observed in the institution he works for (NGO, youth and sports centres, the Ministry of Family, Labour and Social Services).

### 2.1.1.8 Streetworking and various locations

Basically, all partners have listed the same or similar locations, where the streetworkers' work is carried out. These normally include abandoned buildings, parks, basements, allotments, areas near the train or bus stations, streets and others

### 2.1.1.9 Areas of intervention realized via streetworking

There were 7 areas of intervention specified in the survey. These included such domains as: intervention, informational, therapeutic, activation, preventive, integrative and consultative. Basically, the mentioned areas were very similar, only slightly differing depending on the country and the recipients.




- ➡ **Poland** – all the areas of intervention are dealt with.
- ➡ **Romania** – as in the case of Italy, no therapeutic services are realized.
- ➡ **Italy** – streetworkers do not carry out therapeutic activities.
- ➡ **Cyprus** – the therapeutic, activation and integrative areas are not realized on the local level, while the others are normally carried out by streetworkers.
- ➡ **Slovenia** – all the mentioned fields of streetworkers' activity are addressed and realized.
- ➡ **Spain** – likewise in Slovenia, all the areas of work are approached and realized.
- ➡ **Turkey** – all the areas are approached by the specialists specifically trained to deal with the area of intervention.



### 2.1.1.10 People addressed by streetworkers

-  **Poland** – mostly homeless people and those at risk of becoming homeless.
-  **Romania** – these include children in disadvantaged urban and rural areas, Roma children, migrants, children with disabilities and euro-orphans.
-  **Italy** – they include the homeless people, young people with social problems, immigrants and unaccompanied minors.
-  **Cyprus** – young people coming from socially vulnerable groups and the ones with the troubled past.
-  **Slovenia** – the young people who would like some attention from the but cannot reach the social institutions, the others include the high-risk people, that is drugs users, alcohol abusers and those threatened with homelessness.
-  **Spain** – immigrants, youth, old people, people affected by disabilities and those with mental health issues.
-  **Turkey** – these include substance abusers, criminals, immigrants, asylum seekers and ethnic groups.

### 2.1.1.11 Integration of immigrants through street activities.

-  **Poland** - there is not such case in Poland, immigrants do not seek integration through street activities.
-  **Romania** – football is the sport that children, especially the Roma children, are interested in and it is this activity that teaches them team work, dedication and resilience.
-  **Italy** – integration of the immigrants is realized through street activities and events.



- ➡ **Cyprus** – the integration is realized mainly through football.
- ➡ **Slovenia** – apart from all the courses that offer integration, such as language or ICT courses, some part of work with immigrants has been dedicated
- ➡ **Spain** – immigrants are involved in indoor and outdoor sports activities.
- ➡ **Turkey** – the immigrants whose stay in this country has been legalized can join language courses, educational activities, concerts and entertainments as well as formal and lifelong education.

## 2.1.2 Various sports forms

### 2.2.1 Definition of sports in each partner country








- ➡ **Poland** – this is realized in the form of all the sports activities that can be followed within the urban spaces.
- ➡ **Romania** – no information on this point.
- ➡ **Italy** – street sports are described as the activities that develop spontaneously between groups of people.
- ➡ **Cyprus** – owing to the fact that the Regional Authorities prepared the spaces to make doing sports possible, many of them such as skateboarding, roller skating, cycling and basketball could be practiced.
- ➡ **Slovenia** – street sport is viewed as part of street work during which educational and social-integrational activities are implemented.
- ➡ **Spain** – urban sports which are risk-controlled sports related to leisure activities with some sports component. These sports are performed within a given space or area.
- ➡ **Turkey** – these are recreational sports and sports activities which have not been formally described which also means that the operating rules are not formally defined.





## 2.2.2 Regulations observed in partner countries

Apart from Turkey where there are some rules regarding specific sports played in School tournaments and Romania which also has the rules that relate to the law of sports and ministry for youth and sports, none of the countries have any sort of similar regulations.

## 2.2.3 Types of sports

-  **Poland** – these are mainly marathons, half-marathons, running, roller skating, cycling (BMX cycling for young people), street volleyball and basketball.
-  **Romania** – recently it was the street workout that has become popular.
-  **Italy** – street basketball, skateboard, parkour, running, BMX, roller skating and cycling.
-  **Cyprus** – these are mainly skateboarding, roller skating and cycling or basketball.
-  **Slovenia** – the same sports as in the case of Poland, Italy and Cyprus and additionally the games with the use of skip rope 'gumitvist'.
-  **Spain** – the same as above, additionally calisthenics and street training and also agility or canine training.
-  **Turkey** – street football, basketball, volleyball, skateboard, hide and seek, chase and touch, pulling the rope and other ball games.

## 2.2.4 Competitions

-  **Poland** – sports events organized by city authorities and communities and carried out under the auspices of the city authorities.
-  **Romania** – there was no information on specific street sports competitions.

- ➡ **Italy** – road cycling competitions (Giro d'Italia) and other tours across all regions; parkour competitions and bouldering both indoor and outdoor which have become very popular recently.
- ➡ **Cyprus** – there are activities that are organized both formally and informally.
- ➡ **Slovenia** – one-day events unofficially organized Spain
- ➡ **Spain** – the Royal Spanish Cycling Federation organizes two BMX championships every year, there are also the Spanish Cups and leagues, many festivals and competitions.
- ➡ **Turkey** - organized competitions for the street games.








### 2.2.5 Communities participating in sports forms

- ➡ **Poland** – anybody who wants to participate in such events.
- ➡ **Romania** – rural communities and the people living in the locations more remote from the cities.
- ➡ **Italy** – mostly immigrants, young and disadvantaged people.
- ➡ **Cyprus** – no specific information regarding the communities participating in sports activities.
- ➡ **Slovenia** – mostly children and teenagers.
- ➡ **Spain** – all type of communities, including migrants and women.
- ➡ **Turkey** – there is no specific community but the sports activities are participated by children 6-14 and young people 15 -25.





## 2.2.6 Age profile of sports participants

-  **Poland** – all ages depending on the type of the sports activities.
-  **Romania** - all ages
-  **Italy** – the age groups 14-15 and 40-45.
-  **Cyprus** – between 7-8 years old up to the early twenties with reference to sports such as skateboarding, cycling, etc., whereas the age increases 14-15 to the early fifties when it comes to basketball and football.
-  **Slovenia** – from 6 up to 30 years old.
-  **Spain** – youngsters and people under 45 years old.
-  **Turkey** – the same answer as in the previous question.

## 2.2.7 Good practices of street sports

Each of the partner countries confirmed that such sports events are organized in their countries, however not every one provided examples of this sports entertainment. From the information available one gets the information that some countries have many diversified forms which, among the most popular and common in all the partner countries, include the ones that are addressed at particular participants and rather young. Spain, for example, has demonstrated many sports attractions held at Zaragoza Deporte Municipal, of which many were dedicated to the younger participants. The other example of the third edition of 'Urbans Festival', included sports entertainment for the very young ones but also some musical and cultural entertainment.

Another example came from Turkey, which in an effort to prevent the old sports games from sinking into oblivion, has taken care of transforming street games into the primary schools competitions which are held under one roof. All of this is performed with the view to disseminating the games nationwide.



Poland has many examples of good practices with regard to sports games organized by many cities or regions. One of many such examples can be supported by various sports activities held and organized by the City of Łódź, where the participants range from the very young ones to those of advanced age. In Italy the street events which bring together a lot of people are Genoa Half Marathon and the Rome Marathon.

# 3. TARGET GROUPS AND EDUCATIONAL MEASURES UNDERTAKEN BY EACH PARTNER COUNTRY

## 3.1 Sport in approaching social problems

The T&F4ALL Project has been launched to approach the issue of social inclusion of young people coming from disadvantaged backgrounds through sport. Sport is generally known to create positive changes in the lives of these young people, one of which is making them and their communities healthier, safer and more successful.

Yet, there is another extremely important aspect of participating in sport, namely it teaches key skills such as teamwork, understanding and self-discipline, brings people together, creates pride in a community, breaks down social boundaries, and inspires people to make a difference in their own lives and for others. Thanks to sport, the started changes can affect the entire community.

### Tackling inequalities and youth crime

According to the data provided, the disadvantaged young people participate in sport less than their more affluent peers. What is more, they are also less likely to take part in organized sport, join sports club or take part in competitions.

Communities in which young people are deprived of sporting opportunities are the same ones which are affected by high levels of crime and anti-social behavior. High crime rates are part of the life in the areas with high rates of poverty, low educational attainment and also lack of positive activities, such as sport as well.

Sport has long been recognized as a vital tool in helping young people find their place in life and reach their goals. It has been proved that both sport and education have long been aligned with notions of social mobility, social capital and to a certain extent social transformation. As it has already been mentioned in the earlier section of this Report, education can increase knowledge and skills. It can also help to provide opportunities for lifelong learning and maintain not just education but an involvement in sport and physical activity.

What is more, education through sport can help foster and develop critical debate about important public issues, and also narrow the gaps within the society [7].

Hence this project has used the concept of sport in tackling social problems that determine the position of persons affected by particular conditions in the society and affect their status and the future.


Each of the partner countries has focused on the groups that are the representatives of the social problems associated with them. The type and the groups chosen by the partners differed substantially owing to the large discrepancy of the social problems characteristic of each country.

### 3.2 Target groups

The description of the groups was carried out according to some adopted pattern, namely the target groups were discussed with reference the nature of the problems which affect their position in the society. Also their educational needs have been specified and the solutions were proposed, respectively. Finally, they were looked upon from the point of view of the expected outcomes and prospective skills attained.

The T&F4ALL PROJECT.

#### Poland



Poland, unlike other countries does not have the same problems with immigrants or asylum seekers. This, however, does not mean that the issue of immigrants is entirely overlooked or neglected. Like many countries which are part of the EU, Poland has a substantial number of people coming to live here and seek a better life and career. Still, the more acute and apparent groups that need immediate and thorough attention are the disadvantaged young people of various background, who are also referred to as the **children of the street** and another group which completes the picture, namely the unaccompanied minors. These two groups are to a certain extent similar one to another

[7] Jarvie, Grant (2008). Narrowing the gap through sport, education and social capital? In: Nicholson, M. and R.Hoye (eds). Sport and Social Capital. Oxford: Elsevier Ltd.



when it comes to the description of their surrounding and the conditions that decide about the quality of their lives and their status in the society. At some point the description overlaps, as both groups are characterized by poor or non-existent ties with the family, resulting either from the fact that they come from a pathological or dysfunctional family, or the family may be broken as one of the parents or both have gone abroad, leaving their children behind in the custody of grandparents. This is the case with the so-called 'euro-orphans'. In some cases the inadequate ties within the family may be caused by parents, not being prepared emotionally for their parental duties which reflects negatively on the emotional condition of their children.

In view of these conditions affecting the daily lives of both the young people and the unaccompanied minors, the situation of both groups take on a similar course. These young people and the children reveal inability to function in the society on normal terms. Due to the disturbed relationships with adults, they are characterized by the inability to form relationships with peers and in order to compensate for this deficiency they often resort to addictions, experimenting with inhalents or alcohol. Also, not having proper or any support in the family, they turn to the people in the street, often falling prey to criminals, which may be the case of the younger children, or themselves adopting the street code and revealing antisocial behaviour.

This naturally leads to complications at school as the incidents with truancy or the inability to meet the requirement imposed by the school curriculum, result in the young people's problems at school or dropping out of it entirely. Hence, this is the role of a streetworker to approach these young people and start working with them with the view to helping them out. What is important in the approach adopted by the streetworker is raising the young people's awareness of their situation, yet at the same time showing them that they have a choice. Fortunately, streetworkers are not left alone with the problem as they are part of the institutions that provide assistance, which in many cases can be very practical, as through all sorts of activities, participation in the Internet cafes and learning computer skills, the young mentees gain the knowledge and the skills which will prove useful in their future lives.

All the efforts undertaken for the benefit of the young people should result in their getting not only the tangible things, such as the solid skills, but also learn something more, namely the conviction that they can achieve something, which builds an enormous sense of self-value and respect for themselves.



They also learn to think critically and act independently, which should give them a sense of security and trust in their own potential. Finally, in the course of the activities they discover their abilities or talents and by socializing and working in a team, they learn the socially desired behavior and attitudes.



## Romania

In Romania, the focus is on Roma, an ethnic group recognised as national minority, immigrants and asylum seekers/refugees. The three groups were characterized at the backdrop of the city of Timisoara where there is the centre for refugees and asylum seekers, some of whom are young people.

The Roma ethnic group comprises 5% of the population of Timisoara and most of them live dispersed across the city, however there are three areas where their concentration is the most noticeable.

The last group is represented by the immigrants, of whom the young people attend the so-called Arab school, which is partly recognized by the education system. The problem resulting from this particular situation of attending a separate school is their limited contact with the rest of the society, which leads to lack of interaction with their peers in the local society. Yet, learning the Romanian language would ease the problems with the rest of the society and curb the anti-Arab and anti-Muslim prejudice.

Likewise the immigrants, the asylum seekers face similar problems with the lack of contact with the local society and they desperately need to develop self-resilience and positive self-image, which would facilitate their relationships with the local people. The Roma people seem to experience equally harsh time in Romania as in other countries. Faced with prejudice and social exclusion, low education, poor living conditions and limited access to employment and social services, these people suffer the consequences of the generally negative image of this nation, coined by some of their representatives. What it means for the Roma people translates into the problems with prejudice and discrimination at school and frequent incidents of dropping out of school.



The general suggestion for all the social groups involved, is organizing joint sports-based team-building activities which would engage the young local volunteers. Such approach, repeated in regular activities should bring positive results, such as building positive self-image, trust in others, learned communication skills, learning tolerance for the others and the ambiguity.

## **Italy**

Italy is faced with a similar community situation as Romania, with an additional problem of unaccompanied minors. The groups that became the focus of attention embrace asylum seekers, ethnic groups and immigrants. When it comes to asylum seekers, these are various people of different age and ethnicity, while immigrants represent the same ethnic group. All the mentioned groups, including the unaccompanied minors need participation with the rest of the society and consequently the suggestions put forward to them include street sport activity as this would bring all those people together. Hopefully, this way of engaging them in the community actions will result in their taking to the sport and willingness to participate in it regularly.

## **Cyprus**

Asylum seekers, ethnic groups and immigrants represent the people who are in great need of multi-dimensional integration which would improve their legal status and socio-economic as well as socio-cultural situation. The culture which they represent, puts them in trouble in the receiving country, causing some xenophobic reactions and intolerance.

What is more, such an ethnically diverse group, compounded by different age levels, makes meeting the educational needs of these people difficult, which puts a lot of strain on the efforts made by the social workers and institutions involved in dealing with these people. Hence, to address these needs properly, sports entertainment, especially football has been chosen as the means of bringing these groups together and creating proper conditions for further immersing them in the educational programmes.

These undertakings should result in the change of attitudes towards these groups, accepting their diversity and eliminating their stigmatization.

On the other hand, for the institutions and volunteers getting involved in the social inclusion process would bring benefits in getting additional knowledge and sharing it with other institutions.



## Slovenia

The groups discussed by Slovenia include disadvantaged young people of various background, ethnic groups and immigrants. In the case of the first group, the young people represent the group that comes from the families of poor economic condition and who were forced to move abroad. What characterizes them is low income, rejection by the society, language barrier which additionally hampers their assimilation, and finally lack of education of their parents.

Ethnic groups are also represented by young people, mostly from the neighboring countries, of different cultural background and habits. Like in the case presented above, their problems are compounded by poor education and poor command of the local language, inability to adapt to the local community, which in the case of some of them being the Roma people, additionally results in the negative attitudes towards them.

Immigrants constitute a group that mainly came from Kosovo and Bosnia in search for better life and perspectives. Their situation is similar to that of the ethnic groups, which is poor education, financial problems, no knowledge of the local language and the sense of rejection.

What all these groups need are the language courses which would help them cope with school, while learning the IT skills will help them in dealing with the community demands.

All these people would greatly benefit from the activities that would increase their prospects of getting involved in the society, increase their motivation and give them the social skills which would facilitate their assimilation. Sport activities offer such a possibility and as such should be used in facilitating the social inclusion of these people.





## Spain

This target group encompasses the immigrants from Romania, Latin America and Marocco, all of whom have come to Spain in search of better life and career. Being multicultural and multilanguage they desperately need multidimensional (legal, professional, socio-economic and sociocultural) integration. Their situation is exacerbated by the lack of knowledge of the local language, slim job opportunities, financial problems and poor education of their parents. Hence, what they need is the Spanish courses, social and cultural integration and consultancy in terms of legal and labour market issues. What would help is involvement in various organizations and social-cultural groups which would lead to proper placement on the labour market and integration with the society.



## Turkey

Turkey is the country which has been affected by the influx of all sorts of immigrants, asylum seekers and various ethnic groups. What is more, the young disadvantaged people widen the spectrum of the groups to be discussed.

Although all of these groups come from different cultures and countries, and they have left various experience behind, there is one thing they share, namely their hope for better and safer life. Their problems may differ from one group to another since some of them may face greater than the other group difficulties owing to their lack of knowledge of the local language, or having to adapt to the new culture. Poor education, which is the case with many immigrants, prevents them from getting decent jobs which additionally hampers their integration in the new country.

What would help their integration are the sports activities as they would encourage their active participation in these events and also health-oriented courses which would help them live healthier lives. The same solution regarding physical activity would work out in the case of the young disadvantaged people whose frustration resulting from not having access to proper sports facilities should be pacified by these proposals. In their particular case wider participation in sports classes and activities would prove beneficial, gaining them such skills as team working, psychomotor, social, emotional, language and cognitive development.

# 4. CASE STUDIES

This report focuses on sport as a medium in social inclusion of all the people who happen to be in a dramatic situation and sport is believed to make this transition possible.

Each of the partners prepared examples of best practices of sports activities which would help the participants develop certain skills that would alleviate their assimilation.

In this section attention will be drawn to some aspects of those projects, that is, the ones that are directly addressing the participants' situation and as such would help change their social status.

The full copies of the examples of best practices are enclosed in the Appendix section for everyone who might be interested in getting acquainted with the complete version of the material.



## Poland

The project was addressed at the group that included young disadvantaged people and unaccompanied minors. The whole activity was connected with introducing sport into the yard area and as such got the name – Sport in the Yard. The project was realized in the city of Płock and its objective was to target the problems of the children from excluded families and being at risk of demoralization and social marginalization. The whole activity was co-financed by the Ministry of Labour, Family and Social Policy under the programme of the Civil Initiative Fund, the city NGOs and other local business institutions.

The basic premise of the project was to offer professional help to the children and young people at risk of social exclusion, brought up in the families showing stratification of social problems and remaining outside the sphere of the influence of aid, educational, caring and educational institutions.



Streetworking towards children and young people from the area of the City of Płock is a continuation of the activities initiated in 2015, aimed at implementing a new method of work addressed at children from the excluded families at risk of demoralization and social marginalization in the formula of street work - streetworking combined with education through sport.

The procedure of implementing the project went through certain stages which involved consultations with the community and the institutions related to the implemented initiative prior to launching the project. The aim of these consultations was to assess the needs of the local community, including the children. The realization of the initiative consisted in adopting the street pedagogy methodology which involved working with the children from the local community, where the activities were held in the area that they were familiar with.

What was important in this project was the fact that the participants were realizing the tasks out of their own initiative and the whole process of planning, performing and evaluating the activities was carried out by them autonomously.

Every best practice is assessed from the point of its value. That includes discussion on the strong and weak points as well as the benefits for the participants. The project generated unquestionable positive aspects which consisted in working out many positive attitudes which the children had been unfamiliar with so far. The fact that they were involved in the activity, which was based solely on their initiative and management, meant that the children obtained many skills which made it possible for them to take responsibility for their own doing. Naturally, at that point their ability of decision making would be confined to small actions, yet with more projects to come, it would transform into a more solid ability.



## Romania

Romania has presented two projects which involved the local youth and the immigrants, where a series of art and theatre oriented activities served as a medium of social inclusion of the participants since during the whole process many of the young people established relationships with other participants. This carefully structured process made them aware of the problem of migration in general as a social issue and resulted in the newly established relationship growing into the ties extending beyond the completed project.



The other project was also aimed at including through sports activities the young disadvantaged Roma people in the framework of the mainstream society. The program, called Alternative Education Club (AEC) is a non-formal education initiative which is addressed at the children living in ghetto areas and thus susceptible to trafficking, prostitution and extreme poverty.

Sport became a good measure of providing the children with a safe, creative and challenging space inside the school. Moreover during the programme the children were offered counseling and learned self-discipline while cooperating with others. What is also important, the program served a very important purpose, namely promoting the idea of active citizenship among the Roma and non-Roma children who were engaged in the project.



## Italy

The persons addressed at in this project were unaccompanied minors, asylum seekers, ethnic groups and immigrants. The Street Track & Field project was realized in the city of Genoa, in the streets near the group locations. The whole activity was organized by S.S.Trionfo Ligure ASD, the Sport Association, and also by other institutions remaining in contact with the target group.

The objective of the project was to involve young people in the safe environment, where they could find some sports activity which they could practice safely. Like every project this one is assessed with reference to the impact it had on the target group. Its unquestionable merit lies in the strengths it generates, namely instilling self-confidence in the participants and also its practicality and applicability since the training offered in the project did not require the use of any equipment. The only weak point would be in the fact that the interests and expectations of the participants are not known, which would be quite difficult to overcome as this project is going to be implemented citywide and reaching prospective participants prior to launching the activities might be difficult, if not impossible.

The skills obtained in the course of the activities carried out would prove helpful in learning the basics of healthy life and how to care about one's body.



## Cyprus

The target group addressed in this practice encompassed expatriates, foreigners and immigrants. The project was launched in line with the nationwide strategic plan to provide sports opportunities to all citizens residing legally within the territory of the Republic of Cyprus. The idea behind the organized ensembles was to initiate sporting events, using popularized games as one of the levers for the social integration. The whole enterprise would be covered from the funds provided by the Municipality, Community or Organized Group of Expatriate. As far as foreigners and immigrants are concerned, they should apply to the Cyprus Athletic Organization in writing to secure the funding.

The stages of implementing the project comprised a number of operations to reach and recruit the prospective participants, while the methodology of running the project involved exchanging experience between different local stakeholders on effective ways how certain groups can be more socially included in the community. Moreover, the methodology concerned developing and disseminating standards on the issues which would be explored throughout the sports activities, leisure and recreation organization as well as the activities regarding certain events and venues. Finally, the issue of raising awareness regarding the local and national policy makers and all the institutions responsible for sports policy was the factor behind the project. The project served its purpose as through participating in the sports activities and other events the persons involved developed the skills that are defined as psychosocial abilities since the adaptive and positive behaviour would enable the individuals live in line with the demands and challenges of everyday life.



## Slovenia

The purpose of the project which consisted of a series of track and field exercises, climbing, martial arts, football and volleyball activities, was to involve the marginalized youth. There was no money invested in the project as the organizers relied heavily on the money paid by the participants. Also the duration of the events was dependent on the participants' will and possibilities.





The project was launched with the view to providing the participants with good training, and the ability to learn about healthy lifestyle and also equipping them with the useful skills such as communication skills, the ability to solve problems, flexibility and adaptability to ambient conditions.

The project proved to be a success, yet owing to poor infrastructure and lack of proper sports equipment it was not continued.



## Spain

The target group involved in the **"Spain Moves"** project, included youngsters, adults, immigrants and people with disabilities. The idea behind the activities was to promote healthy lifestyle in Spanish society, through the promotion of sport and physical activity to maintain an active and dynamic life from childhood.

The project which was organized by the Spanish Young Sports Foundation which is an NGO institution and other bodies is an ongoing enterprise and exploits many means to disseminate the information about the activities. The positive aspect of the enterprise is the free admittance to most of the events and also promotion of healthy lifestyle and socialization, however it does not feature too prominently on Facebook, which the young public may find as a disadvantage.

Like many projects already discussed this one also aims at allowing the participants get many skills that would enable them to live healthy and better life.



## Turkey

Turkey has proposed two projects, the first of which was called – **Streets are ours-** and the other exploited the idea of **Traditional Children Games.**

Both projects were addressed at young children, mainly at the early school age, however the first project was also addressed at the young disadvantaged children, living in the suburbs. The activities designed for the children were prepared in such a way so as to introduce them to the idea of learning by doing and hands on training. In both projects the participants benefitted from an opportunity of taking part in various games and sports activities, which not only provided the element of entertainment but also instilled in them the skills of communicating better and cooperating within a group and also controlling stress during competitions.

# 5. CONCLUSIONS

In this Report several aspects were addressed, all of which involved the concept of sport playing an important role in tackling the problem of social exclusion which affects not only various ethnic groups or immigrants arriving in a foreign country, but also, and this is probably most difficult to understand and accept, the people living in a given country. This embraces a large group of all the disadvantaged persons, starting with children and young people affected by poverty and other extreme conditions that make their lives difficult or leading to nowhere unless they are offered help, and finishing with those who face homelessness in their daily lives.

The efforts undertaken by the authorities to approach the issue of all those left out on the verge of the mainstream of the society, are compounded by the groups of people coming from other countries in search of better and safer life. Hence, such measures and means have to be undertaken to address the problems that all these groups face.

From all the information provided by the partners of the T&F4ALL Project, sport appears as the best and most effective measure of involving all the age, social and ethnic groups in the activities that promote openness, flexibility and readiness to adjust to the ambient conditions. Thanks to sport people's outlook on the world around them broadens, allowing more tolerant approach to that and those who, owing to various factors, are different. The idea behind sport is to offer a chance to everyone despite their origins, nationality or preferences and by bridging the gaps within the society realize the process of peaceful social inclusion leaving the stigma of exclusion behind.



# FROM THEORY TO PRAXIS



Szczecińska  
Szkoła Wyższa



Co-funded by the  
Erasmus+ Programme  
of the European Union



# CONTENTS

## **38 INTRODUCTION**

## **42 1.THEORETICAL APPROACH TO THE CONCEPT OF SPORT AND SOCIAL**

Inclusion

1.1 Sport inclusion of migrant and minority  
women.....**44**

1.2 Sport inclusion and other category of  
participants.....**47**

1.3 The concept of methodology in sport.....**49**

## **52 2. PRACTICAL APPROACH – SUGGESTED PROCEDURES**

2.1 Partners' contribution – surveys and case  
studies reviewed.....**53**

2.2 Selected best practices - practical  
application.....**57**

## **59 3.CONCLUSIONS**



# INTRODUCTION

Various reasons affecting many countries have resulted in massive immigration, the problem which the EU has to approach with great consideration, adopting such measures that would accommodate all those in need and ensure integration as well as social inclusion which at the moment represents one of the greatest challenges. At the same time there is growing interest in sport as a mechanism to support a wide range of social spheres such as education, employment, health and social integrity.

Sport is perceived as a common area where integration of people from various countries and representing diverse national and cultural characteristics takes place. This is why in order to facilitate smooth social inclusion of migrant and ethnic groups solid and meaningful relationships should be created.

As it has already been mentioned in the White Paper on Sport developed by the Commission of the European Communities (2007), "sport is a growing social and economic phenomenon which makes an important contribution to the European Union's strategic objectives of solidarity and prosperity". It is also stated that "sport can... facilitate the integration into society of migrants and persons of foreign origin as well as support inter-cultural dialogue". Owing to the fact that it promotes a shared sense of belonging and participation, it may therefore also act as an important tool for the integration of immigrants. Hence creating available space for sport and supporting sport-related activities is important in order to allow immigrants and the host society to interact together in a positive way.

The positive values of sport as a tool for promoting human rights, encouraging peace and fostering international understanding in a spirit of mutual respect between people can play an important role in building new social connections between the members of the host country and the newly arriving immigrants. Common interests and values which can be shared through sports may help bring people together and promote intercultural dialogue while overcoming differences and curtailing intolerance. This is especially vital in connection with the day-to-day problems faced by immigrants, refugees or other ethnic groups. [8]

[8] White Paper on Sport, Commission of the European Communities, 2007.  
<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52007DC0391&from=EN>



Those problems, among others, include cultural resistance, language misunderstandings, as well as cultural and institutional disorientation and finally, lack of confidence. All of these compounded by other barriers create a basis for a socially-exclusive environment, which calls for active measures to be undertaken to tackle the problems and approach them with viable solutions.

Consequently, the statement below has been included in the provisions of the Council of the European Union (2010):

**Sport holds an important place in the lives of many EU citizens and plays a strong societal role with a powerful potential for social inclusion in and through sport, meaning that participation in sport or in physical activity in many different ways contributes to inclusion into society; whereby inclusion in sport involves a combination of 'sport for all', equal access to sport, equal opportunities in sport, and varied demand-oriented sporting opportunities and sport facilities, and whereby social inclusion through sport involves inclusive participation in society, community development and strengthened social cohesion. [9]**

Hence:

**Access to and participation in diverse aspects of sport is important for personal development, an individual's sense of identity and belonging, physical and mental wellbeing, empowerment, social competences and networks, intercultural communication and employability. [10]**

The fact that sport features so prominently on the agenda of the Council of the European Union is an interesting issue since although there has been quite substantial literature on the use of sport as a vehicle for fighting social exclusion, still there is not enough to provide ample data on the use of sport for the integration of refugees and asylum seekers. This may be viewed as a reasonable move since what refugees and asylum seekers expect from the country they arrive in, is satisfying their basic social needs first. Sport may be then considered as the luxury they do not necessarily need at that moment. [11]

[9] The Council of the European Union (2010)

[https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52010XG1203\(04\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52010XG1203(04))

[10] *ibid.*

[11] The Roles of Sport and Education in the Social Inclusion of Asylum Seekers and Refugees: An Evaluation of Policy and Practice in the UK. (2005) <https://www.stir.ac.uk/research/hub/publication/710011>

This statement coincides with another opinion held by Ramon Spaaij et al. that sport is viewed as a means and context for refugee wellbeing and integration which is reflected in substantial investment in sports programs and interventions with an aim to involve the refugees and asylum seekers in sport and physical activity for health, therapeutic and social purposes. [12] What is more, leisure activities can help the newly arrived migrants “learn more about the culture of the country or local area, and can provide opportunities to establish social connection, practice language skills and improve overall individual health and wellbeing”. [13] In this way sport creates a universal and safe area for cultural exchange, individual and community development and also presents an alternative course to education and employment for the transition into a host society. [14]

In the course of the deliberation on how various groups can benefit from social inclusion via sports activities we should list the main target groups which might become the recipients of all activities involved in the area of sport. This distinction is crucial since refugees and asylum seekers are two specific categories of migrants and consequently the type of the recipient might have an influence on the way participation in sports activities is perceived and approached.

#### • **Refugees, asylum seeker, immigrants and migrants**[15]

**Migrant** - A person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is.

**Refugee** – a person, who “owing to a well-founded fear of persecution for reasons of race, religion nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country.” (Art. 1(A)(2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol)

[12] Spaaij Ramon et al. Sport, Refugees, and Forced Migration: A Critical Review of the Literature (2019)

<https://www.frontiersin.org/articles/10.3389/fspor.2019.00047/full>

[13] Ndofor-Tah, C., Strang, A., Phillimore, J., Morrice, L., Michael, L., Wood, P., et al. (2019). Home Office Indicators of Integration Framework 2019.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/835573/home-office-indicators-of-integration-framework-2019-horr109.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835573/home-office-indicators-of-integration-framework-2019-horr109.pdf)

[14] Sporting Equals (2015) Sport For Communities <http://www.sportingequals.org.uk/projects/sport-forcommunities.html>

[15] <https://nicerproject.eu/wp-content/uploads/Report-Atelier-EN-Web-Version.pdf>

**Asylum seeker** - a person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In the situation when negative decision is issued, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

**Roma** - are a minority ethnic group in most European countries. In many countries Roma are recognised as a national minority and protected under the Council of Europe Framework-Convention for the Protection of National Minorities. The main reason to consider Roma as a specific target group is that, in the case of this group, ethnic difference is very often combined with social disadvantage and even social exclusion and extreme poverty, as well as with strong negative prejudices, racism and discrimination. As recommended by the Council of Europe, the term “Roma” is understood here as an umbrella term, including a variety of subgroups, using various names to designate themselves or being named by others with different names [16].

As it has been stated before the above presented categories of the various groups of people arriving in the countries of the UE might affect the type of approaches in the process of their social assimilation.

# 1. THEORETICAL APPROACH TO THE CONCEPT OF SPORT AND SOCIAL INCLUSION

Recently more attention has been devoted to the issue of the role of sport in promoting social inclusion. It has been recognized that while poverty plays an important role in preventing people from participating in any sports activities, the process is even intensified by other factors such as age, class, gender, ethnic origin or type of disability. What intensifies the problem with integrating into the receiving country is the diverse culture and language of the newcomers. This resulted in the terminology which is aimed at denoting this particular group of arrivals. Therefore they are termed as “culturally and linguistically diverse” (CALD), which is a more inclusive and accurate description since both indicators of race and ethnicity can impact the integration results of the migrants. This is most evident in the case of such white migrant groups as Roma who owing to their ethnicity experience lower status in the host country.

This situation raises a number of controversies brought to public attention by some observers of the immigration reality. They point out to the superficial character of all the activities performed by the sports governing bodies which may sometimes be unwilling to promote the “ethno-specific” or “mono-ethnic” physical activities for fear that they might counteract the integrative nature of sport. [17]

The above mentioned issue is vital in the process of immigrants’ integration since it is closely bound with the cultural capital that the newcomers represent on their arrival. This may lead to some barriers being faced by them and in order to fit in the receiving society, they are often expected to develop new forms of cultural capital, such as the language, customs and norms that are valued in the new country. In such a case sport and any type of physical activity may become the area to facilitate new forms of cultural capital, while sustaining migrant-specific cultural capital that enhances their identity and alleviates social exclusion. [18]

[17] Krouwel, A., Boonstra, N., Duyvendak, J. W., & Veldboer, L. (2006). A good sport? Research into the capacity of recreational sport to integrate Dutch minorities. *International Review for the Sociology of Sport*, 41(2)

[18] McDonald, B., & Rodriguez, L. (2014). ‘It’s our meal ticket’: Pacific bodies, labour and mobility in Australia. *Asia-Pacific Journal of Sport and Social Science*, 3(3),

Extensive global research run into the problem of social exclusion has proved that sport done within the immigrants' ethno-cultural groups helped them retain their diasporic community and generate diasporic consciousness, namely identity and belonging. [19]

Hence, while deliberating the issue of using sport in the process of social inclusion, its specificity regarding the target participants and the expected outcome should be considered. Inclusion into sport focuses mainly on the introduction of migrants or ethnic groups to physical activity and the facilitation of their potential to operate within sport. This is an impediment which is necessary to develop further capacity and help social inclusion through sport. [20]

Based on this approach, Coalter and Taylor (2010) distinguish between 'plus sport' and 'sport plus' initiatives. Plus sport initiatives are led by social development organisations dealing with particular social issues. Sports activities are added on to their programmes as a way of achieving their broader social objectives. Sport plus activities are led by organizations whose core activity is sport which is used and adapted in various ways to achieve certain social development objectives. [21]

The ways to arrive at these outcomes are realized via projects, of which some deserve particular attention. One of them is the ongoing project "Sport Inclusion Network (SPIN) which is designed to promote the inclusion and involvement of ethnic minorities, migrants and other third country nations (including refugees) through and in mainstream sport across Europe. The project is co-funded by the European Union's Erasmus+ programme has also examined the implementation of measures seeking to promote social inclusion of migrants through sport. The project embraces a number of experienced national key bodies instrumental in the field of countering exclusion and discrimination in sport.

[19] Smith R., R.Spaaij & B.McDonald. (2018).Migrant Integration and Cultural Capital in the Context of Sport and Physical Activity: a Systematic Review. Journal of International Migration and Integration (2019) 20:851–868<https://doi.org/10.1007/s12134-018-0634-5>

[20]SPIN. Inclusion of Migrants in and through Sports. A Guide to Good Practice. [www.sportinclusion.net](http://www.sportinclusion.net)

[21]Coalter, F. and Taylor, J. (2010) Sport-for-development impact study, A research initiative funded by Comic Relief and UK Sport and managed by International Development through Sport.

The problem of social inclusion of immigrants and other disadvantaged groups coincided with another aspect mentioned above, which is the issue of exclusion from sport on the grounds of gender. Article 21 of the Charter of Fundamental Rights of the European Union (2000) states that: "Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, [...] membership of a national minority, [...] shall be prohibited". Similarly, Article 22 states that "The Union shall respect cultural, religious and linguistic diversity". Despite these provisions realization of equality in sport in reality still needs to be resolved [22] since owing to great cultural and ethnic divergence girls are often excluded from sports participation, which seriously hampers their smooth integration and cohesion with the receiving communities. Consequently, in some European countries this issue has been noticed and the situation of immigrant women of different religion, in particular Muslim immigrant women has been addressed. This problem affects not only Muslim immigrant girls but also those representing the Roma community and it is vital that they are offered options for physical education that can accommodate their own traditions and customs.

Below we are going to focus on the two main groups of immigrant women, Muslim and the Roma ones, who originate from different perspectives, yet share common representation of immigrant women facing difficulties in engagement into sports owing to their ethnical and religious background.

## 1.1 Sport inclusion of migrant and minority women

Migrant and immigrant women constitute a large part of the immigrant community and as such should experience the same opportunities as men with reference to all sorts of facilities, including sports. However, women experience discrimination just because of the simple fact that they are females, which places them at a disadvantaged position. Their situation and needs are often overlooked, hence they have no possibility to develop and enhance their qualifications. Since the contemporary sports world is male-dominated, and there are very few, if any, offers for migrant girls and women, the level of their marginalization is growing. Additionally, due to language difficulties, they have no information on what possible offers in the neighbourhood might be available. With this knowledge their transition towards social inclusion would be facilitated.

[22] Gasparini, W. and C. Talleu. (2010) Sport and discrimination in Europe. The perspective of young European research workers and journalists. Council of Europe Publishing



## • **Integration of Muslim immigrant girls through sport**

In this respect integration can be achieved in a specifically gender-oriented-manner which is aimed at girls and young women only and realized through the provision of all kinds of opportunities thanks to which their needs and demands are accommodated.

The activities which are supposed to help the girls and women enter the community and become part of the host society are specifically aimed at the persons with the immigrant background behind. Such moves are driven by the fact that girls are more influenced and controlled by their own religious and ethnic circles which inhibits their progress and social cohesion. Sadly, the women themselves fail to see the benefit of participation in sports, missing out on the opportunity to improve their situation in terms of health preservation and also increase their self-confidence that would work towards their inclusion.

In practice this means that being bound by their social position within their own ethnic group, which limits the interaction between men and women as well as the exposure of one's body. This aspect has to be carefully considered when devising sports programmes aimed at women. This means that the following measures have to be applied:

- **Suggesting sport in gender-specific groups;**
- **Recruiting female personnel as trainers, lifeguards;**
- **Not allowing boys and men enter the girls-only reserved premises;**
- **Making sure that men and boys are prevented from watching females wearing sports swimwear, which boils down to the fact that sports grounds for girls and women should be kept out of public view;**
- **Guaranteeing good accessibility for girls and women;**

- **Considering the fact that due the position of girls/women in the family and the domestic duties they are involved in, they may not be allowed to leave home late, which means that training sessions have to be planned accordingly. [23]**

One of the aspects mentioned is connected with easy access to sports premises. This means that all the training places should be located within easy reach which would be acceptable for the girls' families. Making sure that all the required procedures are met, girls' assimilation and cross-cultural understanding are put into practice.

- **The Roma girls and women and their social inclusion through sport**

Alongside the problems that Muslim girls and young women face under the new social circumstances, are the Roma girls who are confronted with barriers both in their own countries as well as the receiving ones, which makes it very difficult for them to get integrated into the host society.

The situation of this ethnic group has become a focus of the project "Sport Inclusion of Migrant and Minority Women" (SPIN Women) which is one of the most successful ERASMUS+ Collaborative Partnership projects. The Roma community is subject to a very particular level of exclusion and discrimination, including the highly segregated educational system, while the members of this community are subjected to racist incidents directed towards them.

The situation of these girls is viewed as a growing problem since with a low education level, no prospects for employment and consequently, low social status, all of which results in a segregation and poverty, their plight is dramatic. In such a situation sport might be the way to get out of this helpless situation holding some promise of a better future and equal opportunities. While this could be feasible with the girls at the primary level, getting the older ones involved would be much more difficult owing to the girls' position in their ethnic community and the roles assigned to them. What is more, they often do not receive sufficient support from their parents, which does not help them participate in sports and hence integrate with the rest of the society. Also, with young women it could be not only the family, but also their husbands who might discourage them from joining sports activities, which eventually leads to their alienation and inability to function autonomously in the new environment.

[23] SPIN. Inclusion of Migrants in and through Sports. A Guide to Good practice. [www.sportinclusion.net](http://www.sportinclusion.net)

The problem is additionally exacerbated by the lack of female coaches, instructors and referees with migrant background and proper language skills. Such persons might be instrumental in motivating and encouraging the girls as they would serve as role models to them. Unfortunately cultural standards (traditions of their own family and/of community) and religious standards (Islamic ruled) prevent many Muslim girls from becoming teachers or trainers in European schools. [24]

### • **Lack of proper funding for women inclusion through sport**

As it has already been mentioned, sport is male dominated, especially with regard to clubs. Since they are profit geared and focused on performance, they are unwilling to accept any willing participants who owing to their low competences would receive very little recognition. Consequently, such clubs would fare very poorly in terms of training grounds and facilities as they would not be able to train sportspeople ready to participate in competition.

Hence, there are very few clubs, especially those in rural areas, who are not willing to offer support to migrants also out of lack of their sensitivity and misunderstanding the situation of migrants. Many clubs are not aware that it is their responsibility to introduce the newcomers to the structure of the regulations governing their institutions and lack of intercultural competence is particularly visible in such cases. [25]

## **1.2 Sport inclusion and other category of participants**

Apart from the immigrant women facing problems with access to sports venues and hence activities, there is also a different category of people that need particular attention, that is people with disabilities, those from poor social environment and also the ones with various sexual orientations.

### • **People with disabilities**

[24] Benn T. Phister G. And Jafad H. (2010), Muslim Women and Sport. London-New York: Routledge

[25] SPIN-Equal access and participation of migrant women and girls in sports. A study report. (2020). Berlin: CAMINO

The problem of this social group has been recognized and hence the EU Disability Strategy 2010-2020 has been implemented to empower this group to enjoy their rights and participate fully in society.

What is emphasized is the necessity to improve the accessibility of sports, leisure, cultural and recreational organizations and promote participation in sports events which for certain reasons is sometimes difficult to overcome. Typical barriers for people with disabilities include:

- lack of awareness on the part of people without disabilities as to how to adequately involve the disabled ones in teams;
- lack of opportunities and programmes for training and competition;
- too few accessible facilities due to physical barriers;
- limited information on the resources and the suitable access to them.

Although nowadays people with disabilities enjoy easier access to sports, yet in some cases they may still face problem with some barriers, such as certain infrastructural policies, lack of technology and equipment as well as social beliefs and attitudes towards the ones with disabilities.

### • **Participants from poor social environment and the elderly**

Financial barriers also constitute the obstacles that for certain groups, including both the young people and the elderly ones may seem difficult, if not impossible, to overcome. Although this issue has already been pointed out in this work, yet it is the recurring problem that affects not only the immigrant groups but also the local ones, as it stands in opposition to the right of every citizen to practice sport seen from both individual and collective perspective.

### • **Sport and the people with various sexual orientation**

Sport is a powerful tool for social development which leads to the improvement of the well-being of every individual in society so they can reach their full potential. Success of a community is linked to the well-being of each and every citizen. Sport is not just physical activity, it promotes health (physical and mental) and education, fosters cognitive development, teaches social behaviour and helps social cohesion.

Sport can be used to increase the social capital and social integration of LGBTQ+ people into the wider community, as well as empower them and give them the skills that will help them give back to the community.

In some societies LGBTQ+ people still face barriers when they try to participate in sports. This may take various forms of discrimination and harassment at all levels of sport, from the community and recreational levels to the professional and elite levels. Since the scope of this Report does not allow a lengthy description of all the impediments that these people face, no such enumeration is going to be provided. Yet it is worth mentioning that in order to use sport as a tool for development and inclusion, sport culture should be changed with the view to becoming more welcoming to gender and sexual minorities.

### 1.3 The concept of methodology in sport

Inclusion of immigrants and refugees through sport is of key importance. However, a question arises which institutions should be made responsible for the implementation of this task. Counting on informal approach would be in vain as this would bring more harm than benefit to those who sport would be addressed at.

Naturally, voluntary actions on the part of all the people engaged in NGOs and all those who are willing to devote their time and show commitment to helping others combat the stress of social exclusion are most appreciated and welcome, yet what is needed is the structured work of policy makers and sports bodies who would outline the principles and guidelines as to how inclusion through sports should be managed. Consequently, this calls for some methodology in approaching sports and issuing sports offers to immigrants and refugees. The question is what sort of sports opportunities should be offered to immigrants, especially girls and young women. As it has already been pointed out, there is an enormous problem with encouraging girls from Muslim and Roma communities to play sports. Partly, because the array of options does not meet their specific needs resulting from their religious background and the system of norms operating in their communities and secondly, the range of sports that girls and young women could pursue is not very extensive.

Hence, when designing the sports programme for male and female immigrants and refugees, sport and exercise psychology should be taken into consideration as it comprises "the scientific study of people and their behaviours in sport and exercise activities and the practical application of that knowledge". [26] Consequently, the offers directed at this specific group of people should take into account the whole load of problems, both cultural and linguistic, as well as the immigrants' fears and potential hostility that they have to confront with (the Roma community). Such planning is part of methodology that would facilitate assigning proper sports to concrete people and their expectations since certain sports, by their nature are not recommended for girls and women, owing to their ethnic and religious background.

Since the intrinsic idea permeating the concept of what sport is about should start from the realizing that sports training is assumed as a methodological process which embraces the following principles that have to be constantly referred to while negotiating the kind of sport and the types of activities. [27]

### • Pedagogical principles

- ➡ Active and conscious participation in training
- ➡ Transfer
- ➡ Periodization
- ➡ Accessibility
- ➡ Overload

### • Methodological principles

- ➡ Variability
- ➡ Understanding
- ➡ Globality
- ➡ Flexibility
- ➡ Maximum motor commitment time

### • Biological principles

- ➡ Multilaterality
- ➡ Principles of the functional unit

[26] Weinberg, R. S., & Gould, D. (2011). Foundations of sport and exercise psychology (5th ed.). Champaign, IL: Human Kinetics.

[27] Solano C and Núñez D (2011) Training adaptation processes. Scientific Journal Health Sciences 6





Specificity  
Overload  
Supercompensation  
Continuity  
Progression  
Individuality  
Recovery.

The above presented principles are increasingly recognized as the very elements of the methodological process and affecting the development of the cognitive sphere of every sports participant. Yet, is the sheer knowledge regarding them enough to devise and structure a training plan that would attract and accommodate the immigrant participants?

What is needed is a more comprehensive approach to find out what the real needs of the prospective club participants are and assess them on the basis of a wide-ranged methodology of gathering this information.

Various literature sources deal with the issue of methodology of collecting the information in a variety of ways focusing on different aspects. Hence the methods suggested below are just examples of a wider approach to the topic.

- **Questionnaires, statistics;**
- **Interviews with sports and recreation participants;**
- **Observations, interviews with organizers, sports instructors and participants;**
- **Documentary analysis (local sports programmes), field notes;**
- **Interviews with organizers, political actors, sports volunteers and participants;**
- **Research activities (documentary analysis, interviews).**

## 2. PRACTICAL APPROACH – SUGGESTED PROCEDURES

In the course of the project partners have presented the information regarding street sports, some of which were specifically targeted at immigrants and refugees, making it easier for them to assimilate with the receiving societies. Therefore, it is worth reviewing this material for the purpose of working out some viable solutions to which forms of sports might be legible for non-formal application.

An interesting point has been raised by the Romanian partner who offered a comprehensive view on the role of sport in the process of social inclusion, basing the provided description on the model of competences for democratic culture, including values, attitudes, skills, knowledge and understanding [28] which stems from the Council of Europe Reference Framework of Competences for Democratic Culture. [29]

The way sport is viewed reveals diverse aspects relating to both the physical and emotional benefits, consequently increasing concentration and educational performance and learning as well as boosting mood and reducing the risk of various lifestyle related diseases. What is more, the versatile activities that sport embraces make it possible for every user find something which would answer their individual skills profile and potential. Apart from these purely physical aspects, sport offers the possibility of transcending language, cultural and religion barriers which in the case of refugees, migrants, Roma children and youth experiencing problems in educational or social interaction spheres, may turn out beneficial thanks to physical activities in the course of which the participants may be seen in different roles and from another perspective contradicting the stereotypes that the local people may have with reference to the newly arrived people.

[28] <https://rm.coe.int/a-model-of-the-competences-required-for-democratic-culture-and-intercu/16809940c3>


[29] [www.coe.int/competences](http://www.coe.int/competences)

## 2.1 Partners' contribution – surveys and case studies reviewed

The survey completed by all the partners provided substantial information on the types of sports activities, especially the ones that would appeal to immigrants. The surveys included the information regarding all sorts of recipients, embracing the young people with disabilities, hence unable to function successfully in real life, the disadvantaged groups of youth, including the unaccompanied minors, the discriminated ethnic groups (the Roma community) and also the immigrants and refugees from other countries.

This section will focus on the types of sports activities described in the surveys with the view to attempting to resolve which of them could be adapted to non-formal participation.

### • Surveys and the information regarding the sports performed




**Poland** – since the immigrants arriving in Poland are most concerned with having their economic needs met, there is not immediate urgency to get them involved in sports. At least sport does not feature highly on the list of their expectations. When it comes to their children, those are admitted to schools, where they participate in normal classes, including the PE classes.

The range of sports performed out and about embraces marathons, half-marathons, running, roller skating, cycling (with BMX cycling for young people), street volleyball and basketball.



**Romania** – football is seen as the sport that is most popular with children, including the Roma children, since apart from sheer pleasure of playing it, it serves an educational purpose by teaching the young people team work, dedication and resilience.

Recently, street workout has become popular with the participants.



**Italy** - integration is realized through street activities and events, where sport activities are the ones that develop spontaneously. The participants include mainly immigrants as well as young and disadvantaged people. The range of sports performed includes street basketball, skateboard, parkour, running, BMX, roller skating and cycling.



What Italy offers to all those who want to join sports enterprises is the road cycling competitions (Giro d'Italia) and other tours across all regions, as well as parkour competitions and bouldering, both indoor and outdoor which have caught on recently.



**Cyprus** - skateboarding, roller skating, cycling and basketball can be practiced thanks to the appropriate grounds which were prepared by the Regional Authorities. Yet, integration through sports is mainly achieved through football. The activities that all the participant can follow are organized both in a formal and informal way.



**Slovenia** - sport plays an important role in bringing together the immigrants and the local people as it is viewed as part of street work, during which educational and social-integrational activities are introduced. The participants embrace mostly children and teenagers and the choice of activities includes running, roller skating, cycling and basketball.



**Spain** - offers urban sports which are risk-controlled and related to leisure activities with some sports component. These include running, roller skating, cycling, basketball and also calisthenics, street training, as well as agility or canine training. The participants representing all sorts of communities, including migrants and women, can choose from many options if they are interested in joining the mass competitions, during which they can take part in the BMX championships and festivals and competitions.



**Turkey** - has a repertoire of recreational sports and sports activities that have not been formally described, which also means that the operating rules have not been specified. These sports activities include street football, basketball, volleyball, skateboard, hide and seek, chase and touch, pulling the rope and other ball games. There are no rules regarding who can join these events, which means that practically they can be joined by anybody, yet it is mainly children and young people who participate in these games.

From the above representation of sports offers, games, sports or leisure activities are practically the same, with negligible differences, owing to the character of a given country.



## • Case studies reviewed

In this part a more analytical approach to the previously discussed case studies will be adopted which will provide some space for a discussion regarding the development of the procedures facilitating adoption and popularization of best practices.

➔ **Poland** – in this particular case a specific group of sports participants was discussed. Owing to the fact, that Poland does not have the same experience with migrant communities, the study was focused on young disadvantaged people and unaccompanied minors. Even though the country has received a substantial number of migrants from Ukraine and previously a smaller group of refugees from Chechnya, still their situation and attitude of these people towards participation through sports is negligible. The Roma community, on the other hand has always been part of the Polish society, yet living in their own background, hence the issue of their social inclusion has not been part of any deliberation.

Therefore, the case study, Sport in the Yard, involved the activities that were targeted at the children from excluded families at the risk of demoralization and social marginalization. The project consisted of the activities which assured that the idea of education through sport was realized. All of this was carried out in line with the street pedagogy methodology, working with the children from the local community, where all the activities, prepared and developed, were held in the area which the participants were familiar with.

➔ **Romania** – focused on the local youth and the immigrants, proposing a series of art and theatre oriented activities that would aid social transition of the participants by means of establishing relationships and making other participants and the community aware of the problem of migration as a social issue.

Another project comprised sports activities and was targeted at the young disadvantaged Roma people with the view to including them in the mainstream society. The sports activities were carried out within the premises of the school, hence providing the children with the sense of security and creativity and additionally being the place, where the idea of active citizenship among the Roma and non-Roma children engaged in the project was promoted.

➔ **Italy** – the unaccompanied minors, asylum seekers, ethnic groups and immigrants were the recipients of the Street Track & Field project realized in the city of Genoa, in the streets near the participants' location.



The project was started with the view to getting young people involved in doing some sports activities in the safe environment, while instilling self-confidence in them and most of all helping them develop the skills that would be instrumental in dealing with everyday problems.



**Cyprus** - the launched project was aimed at expatriates, foreigners and immigrants and was meant to provide sports opportunities to all citizens with a permit to stay legally within the territory of the Republic of Cyprus. The project embraced sporting events and popular games to facilitate social integration and equip the participants with the skills defined as psychosocial abilities helping them live in line with the demands and challenges of everyday life.



**Slovenia** – the project, which was targeted at the marginalized youth, consisted of a series of track and field exercises, climbing, martial arts, football and volleyball activities. The very idea behind launching the project was to provide the participants with proper training and the ability to learn about healthy lifestyle as well as equip them with the useful skills, such as communication skills, the ability to resolve problems, flexibility and adaptability to surrounding conditions.



**Spain** – the presented case study was part of the Spain Moves project, which embraced a wide group of participants, namely youngsters, adults, immigrants as well as people with disabilities. The project was organized by the Spanish Young Sports Foundation and included a number of activities with an aim to promote healthy lifestyle in Spanish society through the promotion of sport and physical activity to live an active and dynamic life from childhood.



**Turkey** – proposed two projects, Street are ours and the other which exploited the concept of Traditional Children Games. Both were designed for young children, mostly at the school age and additionally, the second project was addressed at the young disadvantaged children, living in the suburbs. Both projects included sports activities and games thanks to which the participants learnt how to communicate better within the group, and also control stress during competitions.



## 2.2 Selected best practices - practical application

The above revised case studies included the information concerning the type of the activities conducted with the specific groups. It was mostly the sports schemes that were performed, yet very little information was offered on what sort of sports activities were followed. Consequently, the presentation of the best practices will have to be limited.

Owing to the fact that the project is sports oriented, it has been natural that this Report will focus on those activities that are associated with games and physical activities.

The Sport in the Yard project (**Poland**) is realized mainly through activating young children to play handball and the trainings are conducted by professional trainers. Since the streetworkers who are behind this project do not have their own premises, the trainings are conducted in the open air. The whole scheme is worth mentioning since in the process of working with the children coming from the disadvantaged families, the participants developed many positive attitudes and approaches which previously were utterly unknown to them.

One of the **Romanian** projects involved sport being part of the workings of The Alternative Education Club, where the objectives included creating strong sport teams with the view to improving discipline, team work, self-esteem and respect for the opponent. Sport is viewed as one of the most important elements in educating young people and teaching them important skills and also respecting the rules and learning discipline. At the moment the Club runs football workshops, where the children are coached by a Roma trainer from the community, handball and street dance. Apart from the mentioned activities the children are offered basketball, table tennis, volleyball, boxing and gymnastics.

All those sports schemes are realized in a non-formal way, which means that they are not part of school curriculum, which would place them in a formal context. Right now they are seen as the complementary activities with the purpose of making the children's transition into the mainstream society much easier.



**Italy** promotes the idea of street Track&Field which is a good way of appealing to a wider public with all sorts of sports events. This approach is worth recommending since it explores the concept of taking sport into the street and realizing it through the non-formal approach.

**Cyprus** popularizes the idea of sports with the view to including the immigrant participants in the receiving community by means of several ways to make the appeal more diverse and widespread. In order to achieve it communicating with different stakeholders on how particular groups can be more socially included and involved in sports activities is one of the ways to reach the prospective players. What is more, securing a more serious interest of the institutions responsible for facilitating immigrants' social inclusion via developing and disseminating standards regarding the issues to be explored throughout sports activities, leisure and recreation organization, would additionally enhance the efforts.

Finally, the best practice to reach this goal is raising awareness of both the local and the national policy makers responsible for sport policies, social operators and citizens on the importance of sport as a vehicle towards social inclusion.

**Slovenia** puts forward the project of disseminating the idea of using sport in its various forms to get a wide spectrum of participants. Whatever form sport assumes, it is open to everybody as no costs are involved and the games themselves serve the purpose of involving the participants in the tasks requiring activity and help them acquire useful skills, such as teamwork, communication and problem solving skills, and also learn flexibility and adaptability which prove to be extremely required in the process of social inclusion.

The **Spain** Moves project which promotes physical activity is another way of introducing sport into the lives of a wide spectrum of the society, embracing young people, adults, immigrants and the people with disabilities. It is also an example of how coordinated actions of many various institutions can put an idea into practice and by means of different channels of communication can spread the message among all the potential participants.

**Turkey** adopts a more organized approach since it does not leave anything to chance and takes advantage of the help of trainers, educators and experts to accommodate the disadvantaged youngsters and introduce them to various forms of sport and let them participate actively in social life.

### 3. CONCLUSION

The present Report is aimed at highlighting the theoretical aspects related to the issue of introducing immigrants, migrants, ethnical groups into the receiving societies through the concept of sport. The previous part of this work dealt with the information on how particular countries approach the idea of sport and other leisure activities and what sort of people constitute the target groups that these sports activities are directed at.

In this part of the Report the problem was of a definitely different matter. Previously the very type of the immigrant participating in sports activities was not debated since the whole discussion referred to them as the group of people in need, without distinguishing between them as male and female or Muslim, Roma or the other type of the target group. In this text, however, this distinction was taken into consideration as to my understanding it has a vital influence on how the social inclusion is being realized, what sort of various obstacles it comes across and consequently, what sort of measures have to be undertaken to counter the adverse conditions.

The process of immigrants' transition into the host society is not an easy one, even though it is widely claimed that sport, which is chosen as the medium to achieve it, is the best way to approach this problem. Unfortunately, as the reports and practical observations from various projects aiming at using sport in social inclusion have shown, sport is not always a safe and impartial vehicle of achieving this goal. The problem is exacerbated by the very character of the social and religious framework of the immigrant and ethnic groups themselves. The necessity to accommodate female immigrants in separate sports groups means that not every community is ready to face this challenge and take on this burden which frequently may denote financial difficulties.

School, then could partially approach this problem but this would apply to the young children and adolescents, while the other disadvantaged groups might be left unassisted. Hence, the non-formal approach to sports as suggested by partners might be the right method to deal with the problem of involving the groups in question in sports activities.



Then, again, the question arises as to how all those events should be prepared and implemented. As has already been mentioned in this work, there is no easy way to do it as long as we do not know who should be responsible for the realization of this concept.

Since the receiving country assumes the responsibility for taking care of the newcomers then it and its institutions should assist them best to make their inclusion possible. Thus, sports organizations need to implement and promote such policies that would protect the immigrant participants (athletes, coaches or volunteers) from discrimination.

Much has been said about the necessity of making the receiving societies aware of the problems that immigrants face and how important it is for them and the host countries to establish such relationships that would make this co-existence possible and beneficial for all the parties involved. That is why appropriate measures should be worked out on the national and regional levels that would seriously approach the matter.

This, naturally does not mean that they will work out perfectly well in every society, since it takes time and effort on the part of all the actors involved, however if any of the measures prove useful, then the idea of sport eliminating barriers and building bridges between various people will turn out to be true.

*"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect 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".*