



KINESIS IO1 – BEST PRACTICES

A collection of best practices related to the use of sports in order to promote social inclusion for children of disadvantaged backgrounds

KINESIS PROJECT



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KINESIS IO1 - BEST PRACTICES

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INTRODUCTION

Each partner country (Greece, Cyprus, Lithuania, Slovenia, Romania, Austria) conducted research aimed to identify best practices related to the KINESIS project, which aims to increase and encourage the social inclusion of school children from vulnerable target groups through sports. For this purpose, the consortium launched an investigation of thirty good practices previously implemented worldwide for a) development of **educational material and training courses** for PE teachers and sports organisations, b) programmes aimed **to increase participation in sports and exercise**, and c) programmes to **increase the social inclusion of school children from vulnerable target groups, through sports**.

In the present handbook, we present first the best practices related to educational materials and training courses, consequently present programmes aiming to promote participation in sports, and, last but not least, programmes that aim to increase fundamental values such as social inclusion, fair play, equal opportunities, prevention of violence, etc. Each of these categories constitutes a different chapter of the handbook. Each of the best practices is presented following a universal format, making it easier for the reader to identify different parts.

The collection and development of good practices promotes good examples for the consortium's future actions and activities and introduces many significant organisations and public bodies in the field of education and sports. The research of good practices will consequently lead the consortium to new collaborations that will strengthen and develop its network in a future stage.

BEST PRACTICES – EDUCATIONAL MATERIALS, TRAINING COURSES

BEST PRACTICE - No 1

GOOD PRACTICES ON HEALTH EDUCATION AND PREVENTION OF DELINQUENCY	
22 June, 2011	Authors: <ul style="list-style-type: none"> ● Cyprus Association of Prenatal Education ● Cyprus Sports Organisation ● Youth Board of Cyprus
Element	Guiding questions
Type of document	PDF document Website The document and the website are working as case studies and experience sheets on the health education and prevention of delinquency, through many activities, including sports.
Target audience	School students, school leaders and staff, professionals, youth, adults, public bodies active in the field of adult education, policy-makers, NGOs, civil organisations, local authorities and physical education teachers in schools and sport clubs.
Objective	To stress the development of a positive school climate, as an important factor against delinquency in the school environment, with the main aim to create a strong bond between student-school teacher-community.
Location /geographical coverage	The good practice took place in all regions/cities of Cyprus.
Introduction	Cooperation with Cyprus Sports Organisation for the implementation of Sports Workshops where children are involved in various sports (volleyball, basketball, badminton, archery, karate, athletics, etc.) with the help of coaches and physical education teachers from the respective sports federations, to fight delinquency in schools and address the promotion of encouraging, helpful and friendly atmosphere in schools.

	<p>Children must have the right to have an opinion. A good practice applied in primary schools is the communication box. In a special box, students can address the teachers and the school management by expressing their questions, concerns, suggestions branded or anonymous.</p>
Stakeholders and Partners	<p><u>Beneficiaries:</u> School children, young children and adults in sport clubs</p> <p><u>Stakeholders:</u> School leaders and staff, children from vulnerable groups, professionals, public bodies active in the field of adult education, policy-makers, NGO's, civil organisations, local authorities (Cyprus Association of Prenatal Education, Cyprus Sports Organisation, Youth Board of Cyprus) and physical education teachers in schools and sport clubs.</p>
Methodological Approach	<p>The methods used:</p> <ul style="list-style-type: none"> ● prohibition of violence ● creation of a protective environment that prevents intimidation ● cultivating respect for diversity ● collaborative Learning ● connection among schools and families ● equality, encouragement and participation of all ● cultivating a sense of pride for the school ● enhancing parental involvement in the quality assurance process education.
Validation	<p>The good practice was so successful, that it was re-integrated and applied by the 2nd Elementary School of Ypsonas in Limassol, during 2015-2016. It was applied in the base of the initial activities and methods used.</p>
Impact	<p>The development and promotion of the cooperation program between the school and the community. The community is recommended to participate in the decision-making, in action plans and in the implementation of programs. At the same time, the school creates bonds with the community through meetings and programs aimed at mutual recognition, relationship strengthening, informing and educating those who play an important role in the social culture of the community and consequently, of the school.</p>

Innovation	The creation of a positive / supportive school climate aims at the substantial cooperation of all the members of the school unit. A lot of attention was given to teachers' needs, knowledge and abilities, as well as to the wider family or social environment of the students. The indicative activities can be used as a Guide to Good Practices in students' Health Education and Crime Prevention, through sports.
Success Factors	<p><u>Institutional:</u></p> <p>The cooperation between schools and community organisations and public bodies active in the field of education, as well as in the decision-making.</p> <p><u>Economic:</u></p> <p>N/A</p> <p><u>Social:</u></p> <p>The development and promotion of respect for diversity, the equality, encouragement and participation of all students, no matter their social background and the feeling of pride and belonging among children.</p> <p><u>Environmental:</u></p> <p>The good practice was spread among many schools in all regions of Cyprus, and the actions taken and the methods used were published in the local authorities' websites to stress the importance of the social inclusion and integration of students from different social and economic backgrounds, through sports.</p>
Constraints	<ul style="list-style-type: none"> ● The support of high-risk schoolchildren through the implementation of school activities (e.g. activation of the Health and Crime Prevention Committee, participation of the relevant Educational Psychologist in the Committee, activation of the institution of the Mentor for the support of schoolchildren by a teacher after consultation and mutual consent, etc). ● The framework of regulations and consequences in the classroom to be accepted by the majority of schoolchildren.
Lessons learned	The record of the conflicts that have been occurring at school during breaks have been reduced. Also, the evaluation by the classroom teacher, through observation and discussion, to determine if there has been a change in students' behavior and interpersonal relationships brought positive results after the implementation of these school activities and the methods used.

Sustainability	The Cyprus Association of Prenatal Education, the Cyprus Sports Organisation and the Youth Board of Cyprus are until today promoting within their organisations' websites the above actions and activities.
Replicability and/or up-scaling	To focus on the existing actions regarding the social integration of vulnerable groups within schools and community organisations involved in the field of sports and investigate their needs, as well as the skills, competencies and knowledge that the school community has in the field of the vulnerable groups' social integration, through sports. Additionally, wide cooperation between NGOs and sport clubs in the area is significant at this stage.
Conclusion	The development and promotion of cooperation program between the school and the community. The community is recommended to participate in the decision-making, in action plans and in the implementation of programs. At the same time, the school creates bonds with the community through meetings and programs aimed at mutual recognition, relationship strengthening, informing and educating those who play an important role in the social culture of the community and consequently, of the school, through the field of sports.
Contact details	<ol style="list-style-type: none"> 1. Cyprus Association of Prenatal Education 96581181 prenatalcyprus@gmail.com 2. Cyprus Sports Organisation 22-897000 3. Youth Board of Cyprus 22 402602 info@onek.org.cy
URL of the practice	http://dim-yponas2-lem.schools.ac.cy/data/uploads/files/sxedia-drashs/sxediodrasisagogisygeias_yponas2-1.pdf http://enimerosi.moec.gov.cy/archeia/1/ypp4464c
Related Web site(s)	Cyprus Association of Prenatal Education
Related resources that have been developed	N/A

BEST PRACTICE - No 2

ATHLISI: promotion of social integration through the training of coaches and sport clubs	
2016	<ol style="list-style-type: none"> 1. Cyprus – G.G. Eurosuccess Consulting LTD 2. Greece – Action Synergy SA 3. Greece – NPDD Koinonikhs Allileggyis Athlismou Irodoros 4. Italy – CESIE 5. Malta – Foundation for the Promotion of Social Inclusion in Malta (FOPSIM) 6. Bulgaria – Nacionalno Dvitzhenie Obединenie za Razvitie na Sporta i Sportn 7. Slovenia – Zavod APGA
Element	Guiding questions
Type of document (optional)	This is a European Project completed by 6 partner countries and 7 partner organisations, provided as a manual/guidelines document.
Target audience	Coaches, sport clubs, policy-makers, school authorities, local authorities, professionals working with local communities, members of these local communities, institutions of the local communities, General EU, Worldwide public.
Objective	<p>Objectives of the project:</p> <ul style="list-style-type: none"> ● to prevent intolerance and xenophobia in sports by promoting the integration of diverse communities (immigrants, Roma, etc.) in the sport clubs and by training the coaches to manage diversity between the sport clubs and manage also the tensions, due to racist or xenophobic incidents, that may appear inside the club; ● the social inclusion in and through sports through the direct promotion of the participation in the sport clubs of the children that belong in the most disadvantaged parts of the society and children from low socioeconomic background; ● the identification of training needs of the target groups; ● the development of the training material; ● the organization of seminars and e-learning courses; ● the implementation of the knowledge and skills acquired with children from disadvantaged target groups; ● the community approach in the development of the project since the training content will be based on the results of community consultation and much of work will be based on the ABCD (Asset-Based Community Development Approach).

Location /geographical coverage	<ol style="list-style-type: none"> 1. Cyprus 2. Greece 3. Italy 4. Malta 5. Bulgaria 6. Slovenia <p>The activities and training activities took place with participants joining from different regions/cities of each country.</p>
Introduction	<p>The project is addressing the objective of the call-related to the promotion of social inclusion and equal opportunities through increased participation in sport activities of children from disadvantaged social groups (Roma, immigrants, poor, etc.). It aims to promote the social inclusion of these children through their increased participation in sport activities in the framework of the activities of the sport clubs.</p>
Stakeholders and Partners	<p><u>Stakeholders:</u> Sport clubs, policy-makers, school authorities, local authorities, professionals working with local communities, members of these local communities, institutions of the local communities.</p> <p><u>Partners:</u> Cyprus, Greece, Italy, Malta, Bulgaria, Slovenia.</p>
Methodological Approach	<p>One of the main methodological approaches the partners used was, among other activities and outputs, the implementation and completion of face-to-face training sessions in each country of the consortium. The training courses involved participants, such as policy-makers, professionals, members and institutions of local communities, local authorities, sport clubs, school authorities, etc. The training sessions mainly focused on:</p> <ul style="list-style-type: none"> ● Ice breaking exercises between the participants; ● PowerPoint presentation: What is Developmental Psychology and which are the psychological benefits of sports for children and adolescents; ● Interactive exercise: How you develop each of the psychological benefits in your team; ● PowerPoint presentation: Qualities and Skills of an Inclusive Coach; ● Self- Evaluation exercise: Describe your qualities and how you would like to improve; ● Group discussion: How the skills and qualities of the coaches can be improved; ● Physically active games: Presentation and simulation of (some) of the games; ● Discussion on implementation phase: Which games can be introduced and how in the sport club activities; ● Evaluation of the module and plans for the future.

Validation	<p><u>By the organization' members:</u></p> <ul style="list-style-type: none"> ● Awareness on the project and its benefits within the partner organizations; ● Utilization of new materials and tools for their daily offer of services; ● Increase of skills and competencies of the staff members of partners; ● Engaging in new project contexts for some of the partners. <p><u>By end-users and stakeholders:</u></p> <ul style="list-style-type: none"> ● Development of new synergies among the partners and project end-users and stakeholders; ● Opportunities for future, new initiatives of collaboration; ● Improvement of the quality and quantity of services and knowledge skills of the project experts (coaches).
Impact	<p>The main outcomes derived from the input of the partners were:</p> <ul style="list-style-type: none"> ● share of experiences during the project implementation and activities held (partners level) in each country (i.e. partner meetings); ● know-how and experience of cultural diversity among the partners; ● sharing of already developed as well as new practices among the partners, contributed to the increase of knowledge and competencies gained; ● possession of results and tools developed in EU level, providing an exceptional value for each partner separately since it will be integrated within their services offered; ● creation of new partners network and future opportunities for collaboration. <p>The general score on the activities/outputs developed given by the partners and the participants on a scale of 1 to 5 (1 being the least desirable result possible and 5 being the ideal expected result) was from 4 to 5.</p>
Innovation	<p>The innovative elements of the project consist of:</p> <p>1) an Asset Based Community Development (ABCD) approach that empowers communities and those working in the community to be a center stage in the design and application of the research process, encouraging and establishing participation and ownership of the</p>

process through a citizen action community solution framework and ensuring the content of the e-learning modules reflect needs and are culturally sensitive and acceptable. As a result, the main training of the coaches and sport clubs was delivered online through the web, being "quality assured" both in terms of being accurate, but also sensitive and culturally acceptable within the communities where these sport clubs and coaches operate.

2) the concept of training sport clubs and coaches on the subject of social inclusion through sports. While in some cases the role of the sport clubs is important in the local communities regarding the social integration, there has not previously been implemented any specific training of the members of the sport clubs and coaches in this regard. The project systematized the knowledge and skills of the sport clubs and coaches for this issue and transferred efficiently best practices developed in other countries.

3) The organisation of training through the use of e-learning. E-learning until now has been used rarely in the field of trainings related to the integration of disadvantaged target groups and even more rarely for the training of sport clubs and coaches. The introduction of e-learning in the field was an important step in order to promote ICT based education and digital inclusion in the field. Also, the introduction of training sessions through the use of e-learning allowed the widening of the geographical scope of the project and the participation of people and sport clubs from all the territory of the partner countries and beyond them.

4) The organisation of training to members of the target groups outside the partner countries. Generally, the impact of EU funded projects in the field of sports was concentrated in the partner countries. The use of e-learning allowed the project to have a wider European impact. For this reason, the project was aiming, besides the training sessions, to organise a pan-European e-learning course with participants exclusively from countries outside the partnership.

5) The practical implementation of the skills acquired during the training within the period of the project. The project aimed to have a concrete and measurable impact on the local communities and therefore it was providing particular attention to the practical implementation of the skills acquired during the training. All the participants implemented practically the skills acquired and this was a precondition in order to receive the certificate of the course. This increased significantly the impact of the project on the disadvantaged target groups that practically benefited from this initiative.

Success Factors	<p>The conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated are:</p> <ul style="list-style-type: none"> ● the use of good practices implemented in the project; ● the use of useful material for future activities; ● the bridge of organisations, policy-makers and public bodies within a new context in order to be able to develop our network; ● to contact the participants, professionals, physical education teachers in schools and sport clubs and school staff to be involved in the project's actions and activities; ● to share successful tools for the social inclusion of children from vulnerable groups, through sports; ● the cooperation between the local community, the schools and the local bodies; ● the budget for the implementation of the activities.
Constraints	<p>Overall, the partners mentioned that they didn't identify any resistance or barriers involving the target groups in the project. Some partners have mentioned that the target groups involved have been interested in the ATHLISI project as they considered it an innovative topic that needs to be developed within their regional/local context and that it is an important issue that they need to pay more attention and be prepared to face.</p>
Lessons learned	<p>The partners stated that there were no constraints identified in their organizations. The partners planned a good communication strategy for the recruitment of the target groups and for the implementation of each activity in order to engage and motivated people. In any case, minor problems occurred were solved through the proper communication among the consortium, which consists of experienced project partners.</p>
Sustainability	<p>The elements that need to be put into place for the good practice to be institutionally, socially, economically and environmentally sustainable are:</p> <ul style="list-style-type: none"> ● creating the project's website in order to be able to disseminate the project activities through the website and help find more participants for the e-course and for the future; ● developing a list of stakeholders in each country; ● sending newsletters to local stakeholders and the general public; ● creating a brochure to disseminate the project through face to face meetings with potential participants/stakeholders; ● posting in the social media pages of the consortium;

	<ul style="list-style-type: none"> ● the training material to be provided to sport clubs and other relevant organisations involved in the field of education and sports; ● contacts are going to be made with local authorities in order to include the activities of the project in the framework of the social policies of each municipality; ● the partners are going to continue their dissemination activities all over the world through the use of the internet and make contacts and agreements with organisations wishing to use the results of the project such as local authorities, private organisations, European institutions, etc.; ● participation in educational fairs; ● the e-learning material will be published and sent to teachers' networks and community organisations; ● information will be spread by the partners at National Agency level, European Commission level; ● the existing networks of the partner organisations are going to be used in order to spread information in other networks.
Replicability and/or up-scaling	<p>The conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context are:</p> <ul style="list-style-type: none"> ● to set up a framework of future potential cooperation among the local community, the policy-makers and the local communities being part in the field of education and sports; ● to contact organisations and public bodies that have already been involved in such activities to enhance network and set the ground for future cooperation; ● to bridge the cooperation between schools, sport clubs and local authorities, by contacting previous schools that took part in the project; ● contact NGOs that host children for vulnerable groups to assist on their social inclusion through sports; ● to investigate the sport activities that vulnerable groups are involved in their schooling environment and find ways to develop and improve the existing activities (if they need so).
Conclusion	<p>The project met the desirable outcomes and results and the partners managed to grow a nice cooperative environment. The activities and actions were implemented as planned and the consortium was very satisfied regarding the completion of the project.</p>
Contact details	<ol style="list-style-type: none"> 1. Cyprus – G.G. Eurosuccess Consulting LTD 22 420110 info@eurosc.eu 2. Greece – Action Synergy SA (+30) 210 6822606 euprograms@action.gr 3. Greece – NPDD Koinonikhs Allileggyis Athlitsismou Irodoros

	<p>2296022161 irodorosmeg@gmail.com 4. Italy – CESIE +39 0916164224 info@cesie.org 5. Malta – Foundation for the Promotion of Social Inclusion in Malta (FOPSIM) +356 2339 0144 info@fopsim.eu 6. Bulgaria – Nacionalno Dvitzhenie Obединenie za Razvitie na Sporta i Sportn +359887883980 info@footura.com 7. Slovenia – Zavod APGA +38626209808 apga@amis.net</p>
URL of the practice	http://www.athlisi.eu/index.php/en/the-project/176-development-of-training-material
Related Web site(s)	http://www.athlisi.eu/index.php/en/the-project
Related resources that have been developed	<p>Here you can download the handbook "Promotion of Social Integration through the Training of Coaches and Sport Clubs" which includes all the training material. http://www.athlisi.eu/index.php/en/the-project/176-development-of-training-material</p>

BEST PRACTICE - No 3

ICOACHKIDS: INNOVATIVE EDUCATION AND TRAINING FOR A SPECIALIST CHILDREN AND YOUTH COACHING WORKFORCE (ICK)	
2016-2019	<p><u>Coordinator:</u> Leeds Beckett University (UK)</p> <p><u>Partners:</u> Sport Ireland Coaching Hungarian Coaches Association The Netherlands Olympic Committee The European University of Madrid Lithuanian Sport University Royal Belgian Football Association International Council for Coaching excellence (ICCE)</p>
Element	Guiding questions
Type of document (optional)	Free e-learning platform, Massive Open Online Courses (MOOC's), European Coaching Children Curriculum, Case studies of good practice
Target audience	Children, professionals, coaches, formal and non-formal educators, migration communities
Objective	iCoachKids is an international, collaborative, multi-agency project aiming to support the development of a Specialist Children and Youth Coaching Workforce across the EU to make sure all youth sport participants have a positive experience led by suitably trained coaches leading to a lifelong involvement in sport and healthier lives.
Location /geographical coverage	Hungary, Ireland, Belgium, The Netherlands, Lithuania, Spain. Available and accessible in all EU and beyond.
Introduction	The project is unique and needed, because eight million coaches across the EU work with children and young people, but most of them hold lower level coaching qualifications or no qualifications at all. Living in an incredibly and wonderfully diverse world, countries and communities over the past few decades have worked very hard to ensure that diversity is seen as a strength, not something to be fought or dealt with. In a truly inclusive world differences in ethnicity, gender, age, national origin, disability, sexual orientation, education and religion are appreciated, valued, respected and supported. A truly inclusive society needs a truly inclusive sport. Inclusive sport ensures that everyone is treated equally and fairly and that everyone has access to sport in a manner that is relevant and appropriate to them. Coach can create a motivation conditions to be engaged in sports for children, enjoy

	<p>themselves and learn some handy skills, but not to forget the development and maturity stages in their life.</p>
<p>Stakeholders and Partners</p>	<p><u>Beneficiaries:</u> Practitioners, coaches, children, organizations, migrant communities</p> <p><u>Stakeholders:</u> Stakeholders, Sports organizations, NGO's, Practitionners.</p>
<p>Methodological Approach</p>	<p>iCoachKids used a learner-centred, community-based, collaborative approach to create innovative learning and development opportunities for those coaching children and young people.</p> <ul style="list-style-type: none"> - An interactive online platform for coaches to share and learn from each other - MOOC's e-learning platform - Blogs and articles - European Coaching Children Curriculum - Case studies of good practice
<p>Validation</p>	<p>Millions of children and young people take part in sport and physical activity across Europe every day. However, the majority of their coaches are either not qualified or hold lower level generic qualifications that do not prepare them specifically to work with this age-group. Literature review is a central piece of iCK. It has provided the necessary evidence to aid the development of a European Coaching Children Curriculum to guide those developing training opportunities for coaches of children and young people in the European Union and beyond. Literature review includes ten golden rules for coaches and organizations: sport should be child centred, holistic, inclusive, fun and safe, prioritised the love for sport above learning sport, focused on foundational skills, engage parents positively, plan progressive programmes, use different methods to enhance learning, use competition in a development way, to create a positive experience in a developmental way.</p>

Impact	This project aims to arose awareness of many sports organizations, sports clubs and associations. Also iCK European Coaching Children Curriculum English-based and providing subtitles in multiple languages spoken by a large proportion of migrant communities like Spanish, French, and Arabic, will facilitate the integration of migrants and the contribution they can make to their communities. Due to online platform coaches are able to access training in a flexible and inclusive way at the same time breaking many barriers to education.
Innovation	Solely aims to improve the development and education of children and youth coaches across EU, to bring stakeholders together to collaboratively solve a common problem. <ul style="list-style-type: none"> - Project is not for profit venture - Developed for a community of children and youth coaches and coach developers - Evidence-based - Fit for formal and non-formal education - Contributes to key professional competences - Wide availability - Integration of migrant communities - Sustainable.
Success Factors	Great experience in project activities and e-learning platform as well as curriculum enhanced partners to give emphases on modules of children coaching into University Sports Coaching study programmes. The project encouraged governments, national and international federations, schools, sport clubs and coaches to adopt iCK results to maximize the chances of sport being a positive experience for children and young people.
Constraints	The ideas of the project will be continued and adapted outside EU.
Lessons learned	The iCK does not stop at the reached it will be carried out by other projects as the importance of the idea reached the peak.
Sustainability	iCK will continue to grow beyond the life of the Erasmus+ funding. Its outputs will be able to support coaches, coach developers and organisations involved in coach education for years to come.
Replicability and/or up-scaling	iCoachKids ideas are developed further, it spread out of Europe. Online courses are offered constantly in every new country in spite of COVID-19 pandemic at the moment.

Conclusion	iCoachKids became a partner of many European sports federations, opened new online courses in more European languages, and other organization for ongoing knowledge exchange. As a new perspective iCoachKids gains expertise on adaptive sports for people with intellectual disabilities for use with their network of over eight million coaches who work with young people throughout the European Union.
Contact details	info@icoachkids.eu United Kingdom: Sergio Lara-Bercial at s.lara-bercial@leedsbeckett.ac.uk and Karen Livingstone at k.livingstone@icce.ws Ireland: Sheelagh Quinn at sheelagh.quinn@coachingireland.com and Declan O'Leary declan.oleary@coachingireland.com Spain: Sonia Garcia at sonia.garcia@universidadeuropea.es and Rafael Navarro at rafaelmanuel.navarro@universidadeuropea.es Belgium: Kris Van der Haegen at kris.vanderhaegen@footbel.com Lithuania: Birute Statkeviciene at birute.statkeviciene@lsu.lt and Lolita Dudeniene at lolita.judo@gmail.com Hungary: Ladislav Petrovic at l.petrovic@icce.ws Netherlands: Nicolette Van Veldhoven at nicolette.vanveldhoven@nocnsf.nl and Marieke Fix at mfix@landstede.nl
URL of the practice	https://www.icoachkids.eu/about-us.html https://www.icoachkids.eu/the-icoachkids-pledge-10-golden-rules-to-create-positive-sport-experiences-for-kids.html
Related Web site(s)	https://www.facebook.com/iCoachKidsEU/
Related resources that have been developed	https://www.icoachkids.eu/news.html

BEST PRACTICE - No 4

Handbook on volunteering of Migrants in Sport Clubs and Organisations	
Published May 2016	Publisher: Vienna Institute for International Dialogue and Cooperation (VIDC) and Football Association of Ireland (FAI) Edited by Des Tomlinson, Football Association of Ireland Intercultural Football Programme
Element	Guiding questions
Type of document	Handbook on volunteering in sport, incl. charters, portraits + interviews, assessments, checklists, FAQs and tips Printed brochure + pdf
Target audience	Integration forums, public and local authorities, migrant lead community groups, sports & football clubs, national or regional volunteer agencies, sport, and volunteering policy makers at national and regional levels.
Objective	This handbook contributes to the overall objective of the project “European Sport Inclusion Network (ESPIN) - Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport” (2015-16) that was to increase sports participation of disadvantaged groups by promoting equal access to organised sport. A key objective was to increase volunteering of migrants and minorities.
Location /geographical coverage	European Union
Introduction	<p>The European Sport Inclusion Network (ESPIN) launched its Handbook on Volunteering of Migrants in Sport Clubs and Organisations. The Handbook is a result of two-years of work with roundtable discussions, focus group and partner meetings involving NGO, migrant sport organisations, sport associations, clubs, and stakeholders across seven European countries.</p> <p>This handbook has been developed on one hand as a guide for potential volunteers in sport with a migrant background and on the other hand for local clubs and sport organisations interested in involving people from diverse background.</p> <p>It presents lower levels of volunteering in sport of migrants compared to people with a non-migrant/migration background; contrasted with high interest levels of migrants to volunteer their time.</p> <p>Different types of knowledge and good practices, associated with the different stages of the processes of recruitment, integration and exercise of activities when it comes to either the volunteer or the club, are transmitted in the handbook.</p>

<p>Stakeholders and Partners</p>	<p>Apart from the publishers the other partners of the ESPIN project also contributed and gave input to the handbook, these were Unione Italiana Sport per Tutti (Italy), Mahatma Gandhi Human Rights Organization (Hungary), Sindicato dos Jogadores Profissionais de Futebol (Portugal), Liikkukaa!ry (Finland) and Camino Werkstatt für Fortbildung, Praxisbegleitung und Forschung im sozialen Bereich (Germany).</p> <p>Volunteer, clubs + sports organisations referenced or featured in the publication were Dublin City Volunteer Centre, Volunteer Ireland, Merlin Woods Community Football Club Galway (Ireland), Sport Ireland (Irish Sport Council), Champions ohne Grenzen (Germany), Kickerinhas (Germany), Liberi Nantes (Italy), Young Muslim Women in Austria, Association New Start – Afghan Youths (Austria), African Star FC (Hungary).</p> <p>The publication had been distributed at the ESPIN European networking conference in Budapest/Hungary in November 2016 and at various institutional meetings and events at national and European level (European Commission, UEFA, national ministries, stakeholder meetings, seminars, workshops).</p> <p>It is used as part of club information sessions (club open houses to encourage more volunteers). Clubs benefited from having a resource to reflect on for example around intercultural awareness as well as a handbook to give out after meeting potential volunteers for the first time. While potential volunteers had access to a handbook that provide some answers to questions, and simple self-reflective tools to aid the decision-making process around volunteering.</p>
<p>Methodological Approach</p>	<p>A baseline research data, focus group meetings and local consultations lead to the development and to pilots of a Quality Mark Scheme (“Your Club, Your Community-European migrants volunteering in sports”) that had been included in this handbook on recruitment, effective volunteering, mentoring and retention of volunteers.</p> <p>The quality mark scheme is a tool to increase participation of marginalised groups in sport and to introduce standards for volunteering of migrant’s and minorities in sport organisations.</p> <p>The methodological structure follows the questions: i) what is volunteering; ii) what is expected of the volunteers; iii) what they should expect from the practice of volunteering in a sports organisation; iv) what clubs can expect from their volunteering work and what volunteers can expect from clubs; v) the reason why one should volunteer in a sports organisation; vi) if one must have training in a particular sport; vii) the modes with which clubs are structured; viii) what kind of roles one can play in a sports club; ix) the time one will spend on his/her activity and; x) what steps one has to take in order to be a volunteer, and to which institutions or organisations should be directed.</p> <p>Furthermore the handbook provides tools in order to encourage and support migrants to be engaged in suitable kinds of volunteering in sports clubs; namely it provides checklists that allow for the</p>

	<p>identification of the roles played within a sports club, so that one or more roles that best fit the different profiles can be identified in turn. For example: i) what can be expected of the act of volunteering; ii) what is expected of the provision as a volunteer; iii) what is expected of the organisation that recruits him or her, and; iii) finally what the organisation can request in the exercise of volunteer functions. In the tools directed to sports clubs, there are the so-called Orientation checklists ('Top Tips'), which point out what is the best direction of the club's activity towards volunteering.</p>
<p>Validation</p>	<ul style="list-style-type: none"> - Dissemination at the European Networking Conference: Equal Access and Volunteering of Migrants, Minorities and Refugees in Sport, which took place in Budapest, November 2016 - Number of sport stakeholders and interested parties who downloaded the handbook from the project website and partner websites - Dissemination of 200 copies to clubs, NGO's and other sport organisations - Validation through external project evaluation by Dr. Salome Morivoet, Lusophone University/CPES - Centre for Research and Social Studies, that states that the handbook "can be considered as a tool to implement interculturality in organised sport, and thereby increase social inclusion in and through sport in truly inclusive sports clubs, particularly inclusion of the most disadvantaged groups including migrants, ethnic minorities, refugees and asylum seekers."
<p>Impact</p>	<p>The published outcomes of the ESPIN project are mentioned as some of the key documents highlighting the importance of volunteering in sport as a tool for social inclusion in the "Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on sport as a platform for social inclusion through volunteering (2017/C 189/09)" published in the Official Journal of the European Union (C 189/40 from 15.06.2017).</p> <p>In Ireland a 3 year "Integration Through Football" project (https://www.fai.ie/domestic/take-part-programmes/amif-applications) features volunteering elements such as club open houses and partnerships between clubs and community partners, including volunteer centres. The handbook is used as part of this project that features volunteering elements such as club open houses and partnerships between clubs and community partners, including volunteer centres.</p> <p>The handbook found an entry in the UEFA brochure "Football and Refugees".</p>
<p>Innovation</p>	<p>The handbook contains a lot of checklists, do's and don'ts, tips and tricks for both, individuals interested in volunteering and sport clubs interested in attracting/recruiting volunteers from diverse backgrounds. The handbook is very useful tool that combines three main results: i) it contributes to the increase of volunteering and sports participation of</p>

	<p>migrants and minorities via the establishment of equal partnerships and training of mainstream sport organisations; ii) the capacity-building and empowerment of migrants and ethnic minorities to challenge exclusion and discrimination and harness their role as volunteers in sport clubs; iii) the development of educational tools and raising awareness among sport stakeholders about issues of exclusion and discrimination and how to improve social inclusion in sport organisations.</p>
Success Factors	<p>Roundtable discussions unveiled very useful insights from migrants/organisations working with migrants, volunteer agencies, clubs and people involved in the sport sector at grassroots levels. These insights informed the development of the volunteer handbook.</p>
Constraints	<p>Migrants are not a homogeneous grouping and thus trying to reach such a diverse grouping presented challenges. Fostering links with NGO's and community groups working with migrants assisted with this challenge somewhat. Therefore the authors focused on working with clubs that were in areas where a large amount of migrants lived and found that many of these clubs already had children of migrants playing in the clubs, but not many parents volunteering so when this profile is apparent it present another channel to try to engage migrants by targeting volunteer information sessions at these clubs.</p> <p>Asylum seekers are often a group living in flux this perhaps having the effect of making their motivation to volunteer variable-irregular volunteering perhaps fits best for this group though conversely this may or may not fit with the requirements of all voluntary run clubs, especially if the club requires a firm time commitment. Access to Police checks (vetting for volunteers) can impact the time it can take to be cleared to volunteers and possibly impact on motivation to volunteer-in Ireland Police checks if working with children or vulnerable adults is a mandatory requirement reinforced by law.</p>
Lessons learned	<p>The recommendation would be that potential volunteers are offered a wide range of volunteering opportunities and that they start the process of police checks as earlier as possible.</p> <p>the three main anticipated results are:</p>
Sustainability	<p>The project bridged this gap and helped to build the capacity of clubs and potential volunteers hopefully developing relationships and connections that last beyond the lifetime of the project.</p>
Replicability and/or up-scaling	<p>Within the follow-up Erasmus+ project "Sport Welcomes Refugees" the experiences and know-how of the development of the handbook was used to establish an online assessment tool on swr.sportinclusion.net.</p>

<p>Conclusion</p>	<p>Members of migrant communities find barriers and challenges when they are interested in volunteering in general. The main aspects are language skills, and therefore difficulties to get information about appropriate opportunities; others are discrimination, cultural awareness, social networks and the legal residence status. Sport clubs can be attractive and supportive to address these barriers. “The handbook is a resource for migrants wishing to volunteer and sports clubs and organisations looking to involve people from the migrant community” (Volunteer Ireland: Migrant Participation in Sports Volunteering in Ireland, p. 4).</p> <p>Commenting on the launch of the Handbook, former FAI President Tony Fitzgerald said, <i>“I gladly welcome the publication of the Handbook on Volunteering of Migrants in Sport Clubs and Organisations. I am pleased that the Football Association of Ireland’s via our Intercultural Football Programme could be involved in this important project to develop a handbook resource, amongst other actions from the project. I am assured that the handbook will act as a useful guide for clubs seeking to recruit potential volunteers, whilst also providing a guide on volunteering for people from diverse backgrounds interested to volunteer their time in sports.”</i></p> <p>In general, the Handbook compiles information and knowledge that provide a set of good practices directed to sports organisations and to volunteers, which help in the process of being a volunteer and of managing volunteering, and which practices are made explicit in a mode of advice, recommendations and mutual expectations.</p>
<p>Contact details</p>	<p>Kurt Wachter fairplay Initiative / VIDC fairplay@vidc.org www.fairplay.or.at www.fair-play.info +43/1/7133594-90</p> <p>Des Tomlinson Football Association of Ireland (FAI) des.tomlinson@fai.ie www.fai.ie</p>
<p>URL of the practice</p>	<p>http://www.fair-play.info/fileadmin/mediapool/pdf/spin/2016_Migrants_Booklet_3_.pdf</p>
<p>Related Web site(s)</p>	<p>www.sportinclusion.net https://sportinclusion.net/bs/news/news-events/news/detail/News/handbook-on-volunteering-of-migrants-in-sport-clubs-and-organisations/</p>

	<p>https://www.farenet.org/news/new-handbook-volunteering-migrants-launched/</p> <p><i>UEFA Football and Refugees</i></p> <p>https://www.uefa.com/MultimediaFiles/Download/uefaorg/General/02/57/60/20/2576020_DOWNLOAD.pdf</p> <p>https://www.volunteer.ie/wp-content/uploads/2019/04/VI-Report_Migrant-Participation-in-Sports-Volunteering.pdf</p> <p>https://www.kenniscentrumsportenbewegen.nl/kennisbank/publicaties/?handbook-on-volunteering-of-migrants-in-sport-clubs-and-organisations&kb_id=21856</p>
Related resources that have been developed	<p>Baseline Study Equal Access for Migrant Volunteers to Sports Clubs in Europe:</p> <p>https://sportinclusion.net/fileadmin/mediapool/pdf/spin/ESPIN_Baseline_Study_Equal_access_for_migrant_volunteers_to_sports.pdf</p>

BEST PRACTICE - No 5

fairplay workshop manual	
February 2020	fairplay Initiative (department of the Vienna Institute for International Dialogue and Cooperation/VIDC)
Element	Guiding questions
Type of document	<p>Printed A4 brochure (52 pages) and online PDF document (in German)</p> <p>Full title: “fairplay-workshops. Manual to educational offers of the fairplay initiative for diversity and anti-discrimination” (“fairplay Workshops. Leitfaden zu Bildungsangeboten der fairplay Initiative für Vielfalt und Antidiskriminierung“)</p>
Target audience	workshop leaders and facilitators, and all those trainers, teachers, educators, social and youth workers who want to combine education and development with sport.
Objective	<p>The manual is intended to serve as a template and impetus for using sport as a means and tool for education.</p> <p>The manual will highlight sport as a tool to address problems in communities and to promote tolerance, respect, inclusion, gender and</p>

	health issues, peace, intercultural and harmonious life between and among global communities.
Location /geographical coverage	Austria
Introduction	<p>The fairplay initiative has been offering workshops for young people for more than twelve years. Workshops that use movement methods to bring developmental and anti-discriminatory issues closer in a playful way. For the guidance of these workshops a new manual has been published.</p> <p>In general, the fairplay workshop methods are conducted with a focus to human rights, social inclusion and anti-discrimination.</p> <p>On the one hand, the manual serves as a companion and reference document for fairplay workshop leaders and facilitators and other interested parties who work with children and young people in open youth work, on project days at school or in sports clubs. On the other hand, it serves as a basis for multiplier workshops.</p>
Stakeholders and Partners	fairplay-workshop leaders and facilitators, youth centres and institutions, schools, football summer camps, Austrian Trade Union of Footballers, youngCaritas Käfigleague, sport initiatives for refugees, sport clubs, pedagogical high schools, sport associations
Methodological Approach	The structure of the manual initially presents theoretical background information on the fairplay workshops. The main focus is on the presentation of the practical approach and the presentation and illustration of the individual methods. The final part contains information on the evaluation of the fairplay workshops, a glossary and a bibliography.
Validation	<p>The manual had been reviewed by Dr. Bella Bello Bitugu, Director of Sports, University of Ghana in Accra, who states in the foreword of the publication: "A major advantage of the strategy of using sport as a tool for social and development issues is that it is universal, cross-cutting and effective and therefore very practical. Organisations and clubs learn about backgrounds and methods that are not usually applied in conventional sports setting. Strategies and methods can be applied in many different situations, especially with children and young people. This is the main purpose of this manual."</p> <p>The fact that the fairpay initiative has published the new manual to illustrate its workshop methods is another milestone of the educational projects and guarantees that pedagogical multipliers can always fall back on the approved methods and contents.</p> <p>So far, no other validation can be provided as the publication is only available for since February 2020 and due to the Covid-19-situation presentation and use in a multiplier seminar was not possible.</p>

<p>Impact</p>	<p>The guide with fairplay workshop methods supports current and future workshop leaders and facilitators, both internal and external, in communicating and implementing the theoretical content and practical methods in the best possible way.</p> <p>fairplay workshops achieve just that - the linking of movement elements with socio-politically relevant topics. Sport is used as a tool to address global development (SDGs), forms of discrimination, integration, social inclusion and human rights. The approach to these topics is a playful and positive one.</p> <p>The fairplay workshops are running since 2008. Over the years, not only have methods and content developed significantly, but the fairplay initiative has also increasingly made a name among youth and educational institutions as a reliable partner with innovative approaches. This enables them to reach a large number of young people, whom an offer is made for the opportunity in future to deal with development policy content via the medium of sport beyond the scope of a workshop.</p>
<p>Innovation</p>	<p>Sport, and football in particular, offers an ideal learning environment for (extra-curricular) development education work with young people, adults interested in sport and educational multipliers.</p> <p>The manual is a tool to make use of the inclusive potential and popularity of sport as a medium for raising awareness of development policy issues and for the promotion of human rights education among young people and educational multipliers, in particular the methodological development of the "global learning" approach in and through the learning field of sport.</p>
<p>Success Factors</p>	<p>Methodological approach and structure had been developed in dialogue with external experts and using more than 12 years of educational and practical experience.</p> <p>The success of the fairplay workshops is reflected in the growing demand for so-called multiplier workshops. In these workshops, sports trainers, educators and social workers learn how to access the fairplay workshop methods and how to apply them in their own work. The manual it serves as a basis for multiplier workshops.</p> <p>The international networking of fairplay with partners in Europe and the Global South finally offered the opportunity to include cooperative sports games and movement elements in the workshops. Through this network fairplay was also able to get to know methods from the football practice of intercultural programmes of the Irish and German Football Association or educational institutions from Austria, Germany and other European countries as well as Kenya and Ghana.</p>
<p>Constraints</p>	<p>Workshop sessions alone will not solve long standing problems in teams or clubs regarding team spirit, racism or lack of integration, but these are meant to give inputs and impulses. The same applies for schools or</p>

	<p>youth work – structural problems or serious issues regarding intercultural aspects will not be solved within one workshop. This has to be clarified with the organisations beforehand.</p>
Lessons learned	<p>fairplay-Workshops in sport clubs were often expected by coaches to replace a training session or develop sportive skills of players.</p> <p>The workshop quality increases enormously if two educated and experienced workshop facilitators are implementing it. Often teachers “used” the workshops for replacing their teaching units. Therefore, an intense preparation and discussion with the teacher beforehand is necessary, to clarify needs and aims of the target group and best possible see the workshop in a wider context of the semester in schools (e.g. project days).</p>
Sustainability	<p>500 pieces have been produced and are disseminated via the fairplay website for free download and at “train the trainers”-seminars and other multiplier training workshops.</p>
Replicability and/or up-scaling	<p>The workshop format is a result of several years experience of working in the educational field of sport and anti-discrimination and social inclusion. It combines good practice from innovative football associations, sport umbrella organisations, NGOs, universities and schools. These methods were gathered from European Sport and Inclusion and Global Sport for Development Stakeholders.</p> <p>Within the so-called multiplier workshops it is possible to replicate the methods and adopt it to local needs.</p> <p>It is planned to publish the manual in other languages and to translate it into Bosnian-Croatian-Serbian to use it e.g. within the Football Zajedno project in Bosnia-Herzegovina, Montenegro and Serbia in the next years.</p>
Conclusion	<p>The "global learning" method is based on the "theory of change", according to which educational measures must integrate the concrete, personal experiences and interests of young people as well as the emotional side. Only in this way is it possible for young people to participate and take an interest in global issues.</p> <p>For example, non-competitive football events enable the creation of a relaxed, flexible and less structured environment that is different from the formal teaching situation. In such a setting, young people have the opportunity to make new experiences and reflect on their own positions and values. Topics such as gender equality, global inequality or discrimination can be dealt with more easily. Sport is ideally suited to reach a wide range of young people - and adults - and to sensitise them to the need for a global approach. Making young people aware of global contexts supports them in their role as world citizens.</p> <p>This requires improving the ability of educators to carry out projects independently or to provide them with tools and resources to deal with global issues. One such tool is the present manual.</p>

	Dr. Bella Bello Bitugu, Director of Sports, University of Ghana in Accra: “The unique position of the fairplay initiative at VIDC is that, in contrast to the general convention, it is aimed at communities, groups and individuals in both the Global North and the Global South.”
Contact details	David Hudelist fairplay Initiative / VIDC fairplay@vidc.org www.fairplay.or.at +43/1/7133594-72
URL of the practice	https://www.fairplay.or.at/fileadmin/user_upload/Leitfaden_fairplay-Workshops_WEB.pdf
Related Web site(s)	www.ourgame.at
Related resources that have been developed	n/a yet

BEST PRACTICE - No 6

ASPIRE SPORTS	
January 2017- 2019	<ul style="list-style-type: none"> • European Non-Governmental Sports Organization (ENGSO) • International Council of Sport Science and Physical Education (ICSSPE) • European Observatory of Sport and Employment (EOSE) • Caritas Academy-Caritas Styria (Austria) • Minor-Ndako (Belgium) • Sports Flanders Agency of Belgium • Ministry of Culture and Sport/General Secretariat of Sport (Greece) • Council of Europe • Bulgarian Union of Physical Culture and Sport (BUPCS) • Catalan Union of Sports Federations (UFEC, Spain) • Finnish Sport Olympic Committee (FOC) • German Olympic Sports Confederation (DOSB) • Olympic Committee of Serbia (NOC of Serbia) • Swedish Sports Confederation (RF) • European Lotteries (EL)
Element	Guiding questions
Type of document (optional)	Handbook- PDF Document https://www.aspiresport.eu/documents/181208_Training%20Module.pdf
Target audience	<p>The target groups are facilitators, who have the role of empowering participants of sporting activities, including: people involved in sport, such as sport instructors, coaches, volunteers, project leaders, administrators, officials, etc.</p> <p>In addition, it possibly includes physical education teachers, social and aid workers and refugees with a background on coaching or physical education.</p>
Objective	<p>The Project focused on social inclusion of people who are at risk of exclusion - especially refugees.</p> <p>ASPIRE sought to establish how sports clubs, by creating opportunities to participate in sport activities and community life through sport can support the inclusion of migrants and refugees.</p> <p>To achieve this aim, a specialized training module, which guided sports organisations, was created.</p>
Location /geographical coverage	<p>The implementation occurred in 9 European Countries</p> <ul style="list-style-type: none"> • Austria • Belgium –Flanders

	<ul style="list-style-type: none"> • Bulgaria • Finland • Germany • Greece • Serbia • Spain • Sweden
<p>Introduction</p>	<p><i>Aspire Sports</i> was an international project that focused on the social inclusion of people who are at risk of exclusion - especially refugees on the wide popularity of sports and other forms of physical activity.</p> <p>ASPIRE could serve as a pioneer in the long-term perspective, offering a positive, evidence-based response with the help of sport to the many problems of inclusion, during and after the settlement of migrants and refugees, by utilizing sport to facilitate the access of refugees to social services.</p>
<p>Stakeholders and Partners</p>	<ul style="list-style-type: none"> • ASPIRE Sports was an international project, co-financed by the Erasmus+ Programme of the European Union and led by ENGSO - European Non-Governmental Sports Organisation. • <u>Beneficiaries:</u> The Project focused on social inclusion of people who are at risk of exclusion - especially refugees. • <u>Partners:</u> <ul style="list-style-type: none"> • European Non-Governmental Sports Organization (ENGSO) • International Council of Sport Science and Physical Education (ICSSPE) • European Observatory of Sport and Employment (EOSE) • Caritas Academy-Caritas Styria (Austria) • Minor-Ndako (Belgium) • Sports Flanders Agency of Belgium • Ministry of Culture and Sport/General Secretariat of Sport (Greece) • Council of Europe • Bulgarian Union of Physical Culture and Sport (BUPCS) • Catalan Union of Sports Federations (UFEC, Spain) • Finnish Sport Olympic Committee (FOC) • German Olympic Sports Confederation (DOSB) • Olympic Committee of Serbia (NOC of Serbia) • Swedish Sports Confederation (RF) • European Lotteries (EL)

<p>Methodological Approach</p>	<p>Theoretical Background :</p> <ul style="list-style-type: none"> • Migrants, immigrants, and refugees • Understanding European migration • Integration and inclusion <p>From the beginning of April to the end of May 2018:</p> <ul style="list-style-type: none"> • Stakeholders had been involved with different sports organizations asking them to implement their training module draft. • They developed different questionnaires in order to get feedback about the practical and theoretical parts. This second phase of the project had been very important for them in order to improve their training module and adapt it to a larger audience. • The diversity of partners was based in different local contexts and countries had been really helpful to complete the training module with specific additional information and practical exercises. • Their partners were divided into two categories: Sport clubs and NGOs reviewing both the theoretical content and the practical exercises and • Their institutional partners reviewing only the theoretical content. During that phase, the different partners were running sports activities implemented the training module during their regular training. Based on the recommendations of their module, they applied different methods and practical exercises. • As a result of their experience with refugees and youngsters involved in their structure, those organizations provided stakeholders with feedback on the result of their adapted practices.
<p>Validation</p>	<p>Young people, themselves, identify that <i>Aspire Sports</i> promoted successful settlement:</p> <ul style="list-style-type: none"> • Learning to fit into mainstream society • Learning the language of the host country • Dealing with prejudice and discrimination • Finding effective role models • Maintaining their home culture, while adapting to the new country • Sharing projects • Building friendships with other immigrants, first, then with mainstream peers • Supportive adults <p>That project was about sport and psychical activity. So it is useful to</p>

	consider what these principles might mean in practice.
Impact	<p>The positive impact of this good practice on the beneficiaries' livelihoods was:</p> <ul style="list-style-type: none"> • Promoted a sense of safety – the sessions Took place in a space that was safe and secure, and encouraged all participants to FEEL safe, too. • People were Connected – social support was a powerful source of well-being, so cooperative and friendly <p>Activities were particularly important.</p> <ul style="list-style-type: none"> • Support efficacy in individuals and communities • – many migrants and refugees had lost a sense • Of control of their own lives. Sports could offer a positive context for helping them take back • Control and making decisions. • Activities for mothers: By reaching mothers stakeholders also reached younger children who might not get in touch with sporting settings on their own outside of school. • Instil hope – the best sports programmes offered • participants a sense of hope in a better future <p>The negative impact of this good practice on the beneficiaries' livelihoods was:</p> <ul style="list-style-type: none"> • Calm – at least in the early stages, sessions Should encourage participants to relax. Some sports could be exciting and even stressful, and so they were not well-suited to programmes for newly Arrived migrants and refugees. <p>So, the coach or teacher had a vitally important role to play in making sure that each session supports participants' psychosocial well-being.</p>
Innovation	<ul style="list-style-type: none"> • Promoting positive values and principles • Prioritising merit over nationality • Coming together in a shared 'contact area' • Getting to know people from the host community • Opening opportunities for immigrants' favourite sports within the host community • Supporting home communities in sports clubs. • Connecting with fellow migrants through popular sports • Engaging with family members and close friends • Inviting and supporting migrants to organise their own clubs • Involving parents • Engaging local adults as coaches • Collaborating with schools

<p>Success Factors</p>	<ul style="list-style-type: none"> • Economic: ASPIRE Sports was a project co-financed by the Erasmus+ Programme of the European Union and led by ENGSO -European Non-Governmental Sports Organisation. • Institutional: Good cooperation between stakeholders • Social: <ul style="list-style-type: none"> - Coming together in a shared 'contact area' - Engaging local adults as coaches - Engaging local adults as coaches - Activities for mothers: By reaching mothers stakeholders also reached younger children who might not get in touch with sporting settings on their own outside of school.
<p>Constraints</p>	<p>Some sports could be exciting and even stressful, and so they were not well-suited to programmes for newly arrived migrants and refugees. So, stakeholders found examples from all levels of sport, including the community level.</p>
<p>Lessons learned</p>	<ul style="list-style-type: none"> • Understand standard uses of the words 'migrant', 'refugee', and 'asylum-seeker' • Know about basic facts and patterns of migration into the EU and into specific countries • Appreciate why people migrate, and the factors that influence their movement • Confront some of the most common myths about migration and migrants
<p>Sustainability</p>	<ul style="list-style-type: none"> • Economically: ASPIRE Sports was a project co-financed by the Erasmus+ Programme of the European Union and led by ENGSO -European Non-Governmental Sports Organisation. • Socially: ASPIRE could serve as a pioneer in the long-term perspective, offering a positive, evidence-based response with the help of sport to the many problems of inclusion, during and after the settlement of migrants and refugees, by utilizing sport to facilitate the access of refugees to social services.
<p>Replicability and/or up-scaling</p>	<p>ASPIRE Sports was an international project that focused on the social inclusion of people who are at risk of exclusion - especially refugees on the wide popularity of sports and other forms of physical activity. Aspire could serve as a pioneer in the long-term perspective, offering a positive, evidence-based response with the help of sport to the many problems of inclusion, during and after the settlement of migrants and</p>

	<p>refugees, by utilizing sport to facilitate the access of refugees to social services.</p> <p>Sport is something common to many people and is conducted in a wide variety of settings in a multiplicity of ways – from a solo jog, through an organised match, to going swimming with the kids. Sport is often played in an informal setting, without any structural framework, but which nevertheless creates social interactions.</p> <p>Both informal and organised sporting activities are important pillars of society and have a social task to fulfil. The International Olympic Committee, as the international umbrella organisation of sports, has a Mission, not only to celebrate the Olympic Games but also to promote sport as a vehicle for education, social development, health and peace. It defines the values of sport as tolerance, fairness, and solidarity.</p>
Conclusion	<p>Sport is an important part of everyday life for many people. It is also a setting which can help vulnerable people, including migrants and refugees. Indeed, some researchers claim that sport is even more important to those with a refugee background than those without.</p> <p>Sports organisations, like the rest of our society, thrive if we make room for a more diverse group of people. By meeting across the borders of gender, ethnicity, sexual orientation or religion, people in sports settings can learn from each other and continue to develop even further.</p> <p>Sport offers a range of natural meeting environments and all of these contain some sort of structure or norm, even if they can vary. The opportunities afforded by the sports organisation, the training session, the changing room, stadium, sidelines or home all vary, depending on the norms that apply in each.</p>
Contact details	<p>ENGSO - THE EUROPEAN SPORTS NGO House of Sports Box 110 16 100 61 Stockholm Sweden e-mail: info@engso.eu</p>
URL of the practice	<p>https://www.aspiresport.eu/index.php/about</p>
Related Web site(s)	<p>https://gga.gov.gr/component/content/article/276-evropaika-programmata/2578-aspire</p> <p>https://www.aspiresport.eu/partner/dosb</p>
Related resources that have been developed	

BEST PRACTICES – SPORTS AND EXERCISE PARTICIPATION

BEST PRACTICE - No 7

"Sports for All" Program (AGO)	
2012 - 2017	Cyprus Sports Organisation
Element	Guiding questions
Website	Cyprus Sports Organisation Website
Target audience	The general public, all citizens, vulnerable groups
Objective	To provide all citizens, regardless of gender, nationality, age, physical condition, education, social class and financial status, with the opportunity to engage in sports and participate in social activities.
Location /geographical coverage	In all regions of Cyprus. Five hundred sport centres operate in the free zone of Cyprus in which 1500 AGO Programs are taught and 16000 thousand members of all ages take part in them.
Introduction	<p>The State and the Cyprus Sports Organization have launched the "Sports for All" Program to provide all citizens, regardless of gender, nationality, age, physical condition, education, social class and financial status, with the opportunity to engage in sports. The "Sports for All" program offers sports opportunities aimed at maintaining fitness and mental health as well as the participation of its members in social activities.</p> <p>The AGO program operates the General Sports Programs, Specialized Programs, Sports for Women – Men, etc. The children have the opportunity to choose the sport of their choice and engage exclusively in it.</p>
Stakeholders and Partners	Youth and adults, children from vulnerable groups, school staff, public bodies active in the field of education and sports, policy-makers, NGOs, civil organisations, local authorities and physical education teachers in schools and sport clubs.
Methodological Approach	Eighty-eight qualified physical education teachers are reuniting with the Pancyprian sport centres. The success of the program is based directly on the scientific training and pedagogical approach of the teachers. The main protagonist of the program is the child. The child who has the opportunity through the Public Sports Program, which is held in school sport areas, to get to know and love sports. To also be educated through sports and in the future as a teenager and as an adult to enjoy this healthy activity.
Validation	The State and the Cyprus Sports Organization have launched the "Sports for All" program to provide all citizens, regardless of gender, nationality, age, physical condition, education, social class and financial status, with

	<p>the opportunity to engage in sports. The program offers sports opportunities aimed at maintaining fitness and mental health as well as the participation of its members in social activities. The AGO program operates the General Sports Programs, Specialized Programs and Women-Men Sports.</p> <p>The General Sports Program teaches the following sports and is held in the sports area of your school: football, basketball, handball, volleyball, track and field competitions. The aim of the program is the pre-sports preparation and the basic training in the techniques and tactics of all the above sports, the provision of incentives for further involvement in sports and the continuous improvement of the physical condition and health of the children.</p>
Impact	<p>All members who take part in the Programs have the following benefits:</p> <ul style="list-style-type: none"> ● Insurance coverage; ● Free participants' transport to the sporting events of the Program; ● AGO gift' ● The Program equips its sports centres and primary schools with sports equipment' ● Free transport to the swimming pools in the "Child and Swimming" program. <p>The number of people taking part in these programs has increased significantly in the latest years.</p>
Innovation	<p>The program provides all citizens, regardless of gender, nationality, age, physical condition, education, social class and financial status, with the opportunity to engage in sports. It offers sports opportunities aimed at men and women at maintaining fitness and mental health as well as the participation of its members in social activities.</p>
Success Factors	<p>The success factors are:</p> <ul style="list-style-type: none"> ● The benefits provided to the participants; ● The opportunity to access a variety of sports, available to anyone; ● The programs provided, adjusted on the needs of the sport groups.
Constraints	<p>Lack of funds/ sponsorships to implement programs and to attract more people in the various programs.</p>
Lessons learned	<p>It is important to organize many sports programs for all categories of teams, but there is still not a sufficient number of spaces/rooms and equipment for their implementation.</p>
Sustainability	<p>The Cyprus Sports Organisation continues its actions of the social integration of youth and adults through sports.</p>
Replicability and/or up-scaling	<p>The Cyprus Sports Organisation during the COVID-19 crisis (emergency situation) started offering live online training sessions to the participants. When the crisis is over, the Organisation is expected to restart providing live sport programs to the participants.</p>

Conclusion	The number of people taking part in these programs has increased significantly in the latest years.
Contact details	Cyprus Sports Organisation info@ago.org.cy 22 897000
URL of the practice	https://ago.org.cy/archiki-selida/ago/#toggle-id-4
Related Web site(s)	https://ago.org.cy/archiki-selida/ago/#toggle-id-4
Related resources that have been developed	N/A

BEST PRACTICE - No 8

SPORTS AND LOCAL AUTHORITY, STUDY CASE OF THE MUNICIPALITY OF STROVOLOS

2004	Higher Educational Institution of Kalamata (Greece)
Element	Guiding questions
PDF document	The document is a case study of the role of sports within the Municipality of Strovolos in Cyprus.
Target audience	School staff, vulnerable groups, professionals, public bodies active in the field of adult education and sports, policy-makers, NGOs, civil organisations, local authorities and physical education teachers in schools and sport clubs.
Objective	Municipalities and sports are two concepts that coexist. The sport of the citizens and especially the young people occupy an important place in the wide range of the activities of the Municipalities. Also, sports contribute effectively to the Cypriot society and leave the stigma on the cultural identity, so that it is promoted as an important element of the social, cultural and economic policy planning. Sports must satisfy and comply with human rights on the basis of the Charter of Rights and Freedoms regarding impartiality and access to sports by any citizen.
Location /geographical coverage	Nicosia, Strovolos district.
Introduction	Sports in Cyprus teach the value of moral values, fair play, teamwork and cooperation. It prepares citizens to improve their way of life, to remain active practitioners for life. Sport also teaches Cypriots discipline, self-esteem and respect for others. That's why sports start within communities. They are the basis of all social influences, the building of community ties, the development of cultural ties and the

	<p>creation of local pride. It is essential the importance of social, economic and personal benefits that are visible through sports programs. For example, the efficiency in the socialization of various social actors, such as family, neighbourhood and the community in general. In Cyprus, previous research supported that sports for all can:</p> <ul style="list-style-type: none"> ● reduce alienation, loneliness and anti-social behavior; ● to help promote national and cultural harmony; ● to contribute to community participation, common responsibility and community pride. <p>Additionally, among many events, the Municipality of Strovolos yearly carries out the sport event "I walk and run for my fellow man". A charity sporting event aimed at raising public awareness about the problems vulnerable groups face, as well as the financial support and promotion of the Associations representing the vulnerable groups. Fund raisings are collected and sent to local charities.</p>
Stakeholders and Partners	<p>Public bodies active in the field of adult education and sports, policy-makers, NGO's, civil organisations and local authorities. More specifically, Cyprus Sport Association, Cyprus Football Association and Cyprus Olympic Committee.</p>
Methodological Approach	<p><u>The Sports Development Centre Model:</u> The needs of the community are subdivided according to age, income, social status, neighbourhood, technology, distance, language and culture, with the main common elements that unite all citizens together. Sports Development Centres should focus their model on the support between city councils, municipal departments, schools, colleges and sports organizations, which will later provide the required services and facilities. In this environment, community members will be able to choose a sport that they like based on their experiences, abilities, age and interests. They will be able to take part, supported by professionals and physical education teachers, as well as by a wide range of services with a focus on development needs and the level of their choice.</p> <p>The model focuses on the:</p> <ul style="list-style-type: none"> ● athlete: focus on their orientation for sports at a very young age first and then in different social groups; ● coach; ● support services; ● selection of the sport; ● use of sports facilities; ● community goals: to include schools, public and private, municipal entertainment centers, banking organizations and more.
Validation	<p>The role of the Municipality in the dissemination and development of sport activities around the world and especially in Europe and in this case in Cyprus is constantly increasing to a determinant point.</p>
Impact	<p>Nowadays, Municipalities and Communities in Cyprus know better the needs of their community. Apart from that, the social dimension of sports is crucial to the obligations of the Municipalities, especially for the youth of each region and that is why is considered a primary factor in their planned events.</p>

Innovation	The implementation of different charity sporting events has raised public awareness towards the people's needs and most importantly, towards the needs of the vulnerable groups in Cyprus. Also, the funds collected from the charity sporting activities are sent to local charities.
Success Factors	Municipalities and Communities in Cyprus know better the needs of their community. They also have a better picture of their role as sports today considered by all, as a very important social factor that contributes to the maintenance and improvement of citizens' health. During the latest years, sports are considered to play a significant role in children's entertainment and education.
Constraints	<p>Given the need for personal health and the social and economic benefits of physical activity through sports for all, only a small number of citizens are regularly active in sports activities. This because:</p> <ul style="list-style-type: none"> ● the general lack of public understanding of the benefits of physical activity and sports for all; ● the trend of reduced participation by young people; ● low levels of physical activity among women; ● the social and economic barriers that prevent many people from regularly participating in physical activities <p>Also, the traditional separation of the educational system from the entertainment and sports system is another challenge.</p>
Lessons learned	The Municipality should seriously study ways to strengthen the institution of sport activities in schools. In cooperation with the Municipal Youth Council and the schools, various programs can be organized (discussions, events) that promote the real and immortal ideals of sports - Olympism, the need to consolidate sportsmanship and the fight against violence and commercialization of sports at all levels.
Sustainability	<p>These practices remain sustainable, not only in Nicosia but also in the rest of the regions of Cyprus as many sport activities and charity sporting activities are constantly implementing every year. The public bodies, Associations, local institutions and organisations make sure to institutionally, socially, economically and environmentally keep the good practice sustainable.</p> <p>The Municipality of Strovolos, based on its objectives, has launched a Sports Design for Mass Sport in a pilot phase with development prospects for the upcoming years. Some may see the sports model which focuses on the community, as an additional cost that will burden the community budget in the effort to coordinate and streamline the infrastructure of the various programs.</p> <p>More specifically, the design of the program will include suggestions for sports facilities and venues, which can be developed in the near future for sports activities that will resonate with the Cypriot public and will aim at:</p> <ol style="list-style-type: none"> 1. offering unique opportunities for entertainment and sports; 2. offering equal sports opportunities to all citizens; 3. playing an important role in upgrading Strovolos, as well as citizens lifestyle.

	<p>Essential prerequisites for the implementation of these objectives and consequently the operation of sports programs are:</p> <ul style="list-style-type: none"> • organization and development of sports programs; • financial resources; • sports facilities and equipment; • evaluation and selection of staff; • program viewing and advertising; • forecasting the continuity and development of the program.
Replicability and/or up-scaling	<p>Through the implementation of our sport activities, we will contact the Municipality of Strovolos and the relevant stakeholders involved in these actions and sport activities in order to bridge our cooperation. Additionally, we will contact the Associations, local organisations and NGOs participating in the activities in order to enhance the models that are already applied in the community but to also build in more innovative ideas on the future social integration of vulnerable groups, through sports.</p>
Conclusion	<p>The Local Authority is making a serious effort so that its role becomes substantial and its contribution important for the upliftment and promotion of sports. It should decide on the creation of more exercise programs that meet the needs of population groups. As a competent institution, in cooperation with the responsible bodies, it can offer incentives for exercise to all population groups and vulnerable groups in order to create conditions for a better quality of life. The provision of social services such as sports recreation, health, education and more, should be a primary goal of the Local Authority.</p>
Contact details	<p>Municipality of Strovolos, Nicosia municipality@strovolos.org.cy 22 470303</p>
URL of the practice	<p>http://nestor.teipel.gr/xmlui/bitstream/handle/123456789/14774/SDO_DMTA_00322_Medium.pdf?sequence=1</p>
Related Web site(s)	<p>https://www.strovolos.org.cy/en/home-page/contact-us/contact-with-municipality/</p>
Related resources that have been developed	<p>N/A</p>

BEST PRACTICE - No 9

PLAY! Peer education, Leadership, Action, Youth	
[Date] 2017-2019	[Authors] Finnish Multicultural Sports Federation
Element	Guiding questions
Type of document (optional)	
Target audience	School children, teachers, parents, NGO's
Objective	Project P.L.A.Y. has been developed to support children and youngsters with low school outcomes, to migrant or ethnical background, learning difficulties, low social or educational background etc., valorising volunteering, peer education and mentoring among them. These target group is often used to support social networks and social problems through three factors: economic gap, cultural approaches, language gap. Throughout P.L.A.Y. project activities youngsters, mentors and trainers got the possibility to meet different and different ways of trainings and learnings; exchange of different methods of learning and trainings of high importance for the intercultural dialogue since they are created on local level and spread throughout Europe. In local community we have the ability to participate in strengthening social and personal skills; project is a great opportunity to develop cooperation among participating countries, non-profit organizations, educational institutions and grassroots sports stakeholders at European level. For this purpose, the integration between organizations and countries is key importance of networking and cooperation.
Location /geographical coverage	Finland, Italy, Slovenia, Spain
Introduction	<p>PLAY! Peer education, Leadership, Action, Youth – Promoting grassroots sports for educational success and social inclusion.</p> <p>General objectives of P.L.A.Y. are promoting voluntary activities in sport, together with social inclusion, equal opportunities and the awareness of the importance of a health-enhancing physical activity through increased participation and equal access to sport for all; creating and strengthening cooperation among the participating countries, non-profit organisations, educational institutions and grassroots sports stakeholders at the community and European levels; strengthening social and educational skills of grassroots sport organisation coaches and managers in the educational field; strengthening young athletes' skills and attitude as mentors and peer educators in order to support their peers with low educational outcomes and difficulties in school and promote social inclusion; fostering parents' awareness about the value of sport activities as the means to strengthen educational success and social skills among their sons and daughters and support each other, stressing the positive idea of competition and team spirit, respect, education and healthy living in their daily lives; and most importantly promoting and fostering European networking, the exchange of good practices and synergies between youth grassroots sports organisations and education institutions.</p> <p>The project aimed to promote transferable social and educational competences through sport to children in disadvantaged situations or at risk of social exclusion because of their background as migrants or ethnic</p>

	<p>minorities. It also tackled failure at school and aimed to reduce dropout rates and at the same time promoted volunteering, peer education and mentoring amongst these children.</p>
Stakeholders and Partners	<p>Finnish Multicultural Sports Federation, Finland Asd Margherita Sport e Vita Basket, Italy Cooperativa Sociale GEA, Italy Društvo za razvijanje prostovoljnega dela Novo mesto (DRPDNM), Slovenia Fare network Fundació Pere Tarrés, Spain</p>
Methodological Approach	<p>The analysis is the product of the distribution of online surveys (Google Forms) about school integration, social inclusion, and participation in sports activities of target groups among youngsters, teachers, coaches and families.</p> <p>Implementation of sport programs for period of 2-3 months included:</p> <ul style="list-style-type: none"> • Selection phase YAGs-Selection period and recruitment- • 1st Pilot Edition Program: Scheduling frontal lessons and Scheduling Basket Music Lessons- • 2nd Pilot Edition Program: Upgrade Communication Modul <p>E-learning platform created Handbook of good practices</p>
Validation	<p>Outputs derived from the project shows successful implementation of the project and outcomes that will provide basis for implementation in in other enviroments.</p>
Impact	<p>Strengthen social and educational competences of coaches and managers of grassroots sport organisations, who will pass values onto children and the social benefits of sport, promote sport for all and physical and mental health.</p> <p>Strengthen children’s and youth’s social and educational skills and promote mentoring and peer education to support fellow students with lower education outcomes and difficulties at school or at risk of social exclusion.</p> <p>Raise awareness of parents to the value of sport activities to increase educational outcomes and social competences – teamwork, respect, healthy living, etc.</p> <p>Promote networking, exchange of good practices, and create synergies between sport and education institutions across Europe.</p> <p>Disseminate knowledge and drive the debate on the policies of the European Union Physical Activity Guidelines on volunteering, employment in sport and education and training in sport.</p>
Innovation	
Success Factors	<p>Overall number involved in surveys</p> <ul style="list-style-type: none"> • Finland: students: 324; coaches: 104; teachers: 60- • Italy (for both Italian partners): students: 32; coaches: 15; teachers: 150- • Spain: students: 109; coaches: 4; teachers: 37- • Slovenia: students: 12; coaches: 6; teachers: 27


Constraints	The main difficulties experienced by international organizations during the project, involved finding schools and local sports partners in which to implement the project during the two years of its duration, in addition to being able to work in teams with the other international partners using new technological innovations.
Lessons learned	<p>With respect to the main benefits that the project has had for the various sporting institutions involved, the responses are practically identical to those given by the European partners, and this is also true for the intermediate evaluation questionnaire responses. The project benefits that received the most comments are participation in a European project, creating new contacts between organisations, and providing a social service. Regarding the section 'Others', the partners stressed the exchange of new educational methodologies relating to sport as being a principal benefit, in addition to the identification of good professional practices throughout Europe for subsequent implementation.</p> <p>The two benefits that were mentioned the most were the creation of new contacts between local and international partners, and the implementation of new didactic methodologies from other countries. However, the other main benefits mentioned were the increased social recognition of the organisation, and the promotion of different educational values with sport as a vehicle to achieve this end, among others.</p> <p>The strong points that were mentioned the most were the following:</p> <ul style="list-style-type: none"> • The use of sport as an inclusive activity. • The promotion of inclusion in different sports sessions for children and adolescents at risk of social exclusion and with special educational needs. • Increased self-esteem in children and adolescents through the proposed sporting activities. • Improved communication and improvement of interpersonal relationships among groups of children and adolescents, as sport is a universal language. • The assimilation and implementation of innovative sporting didactic methodologies. • The exchange of opinions and experiences with volunteers from other European countries. • The fostering of equal opportunities among children and adolescents.
Sustainability	Products of the project including e-learning platform are available on web pages .
Replicability and/or up-scaling	<p>What are the possibilities of extending the good practice more widely? If you were giving advice to organisations living in another geographic area, what are the conditions that should be met/respected to ensure that the good practice is replicated, but adapted to the new context? The aim is to go further than the section "Innovations / critical success factors" in specifying the requirements for replication of the practice on a larger scale (national, regional, international).</p>
Conclusion	High-quality teaching and coaching is widely acknowledged to be one of the key factors in achieving successful learning outcomes. This is

	<p>achieved by developing the knowledge, skills, attitudes and values that learners need in order to reach their full potential as individuals and as active members of society and the workforce.</p> <p>In all participating countries, the teachers and coaches agree that sports activities in school, together with grassroots sports, strengthen the social skills of children. They also agree that it is useful to encourage children to engage in sports to overcome educational difficulties.</p>
Contact details	/
URL of the practice	<p>Where can one find the good practice on the Internet?</p> <p>https://www.eu-playsport.org/</p>
Related Web site(s)	/
Related resources that have been developed	<p>What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the good practice?</p> <ul style="list-style-type: none"> • Handbook of mapped good practices • Good practices and proposals from teachers and coaches • Context Analysis • E-learning Platform • “Education & Sport” volunteering model implemented with tool kit and materials

BEST PRACTICE - No 10

IO1: TEMPLATE FOR THE DESCRIPTION OF THE BEST PRACTICES

Zdrav življenjski slog (Healthy lifestyle)																																																																															
[Date] 2010-2018	[Authors] Prof. dr. Strel, Janko et all																																																																														
Element	Guiding questions																																																																														
Type of document (optional)	Case studies: Evaluation of the program "Zdrav življenjski slog" (Healthy lifestyle) 2010-2017,																																																																														
Target audience	Policy makers, schools, PE teachers, NGO's																																																																														
Objective	Analysis of the project																																																																														
Location /geographical coverage	Program was implemented in all 12 regions in Slovenia.																																																																														
Introduction	<p>In Slovenia, the physical activity and physical fitness of children and youth is better than the situation in most European countries, but even Slovenian children are not immune to negative changes in modern lifestyles and also have been able to detect negative trends in development for several years. Desirous of reversing the downward trend of physical fitness in Slovene children as soon as possible, a healthy lifestyle program (ZŽS) was conceived. Program became the largest intervention program in Slovenia in the field of health and social inclusion, which is pursued through sport engagement.</p> <p>Thanks to the program Slovenia is the first in Europe, which has managed to reverse the trend of decreasing physical abilities in the primary school population. It was achieved with a daily, regularly, and qualitatively structured sport workout, which is the only activity that can neutralize many of the negative consequences of today's, predominantly sedentary, lifestyle and inadequate dietary habits of children and youth.</p>																																																																														
	<table border="1"> <caption>Data for Graf 1: Number of children in the program ZŽS by statistical regions after school years</caption> <thead> <tr> <th>Region</th> <th>2012/2013</th> <th>2013/2014</th> <th>2014/2015</th> <th>2015/2016</th> <th>2016/2017</th> </tr> </thead> <tbody> <tr><td>Gorenjska</td><td>3000</td><td>3500</td><td>4000</td><td>4500</td><td>5000</td></tr> <tr><td>Goriška</td><td>2000</td><td>2200</td><td>2400</td><td>2600</td><td>2800</td></tr> <tr><td>Jugovzhodna Slovenija</td><td>1500</td><td>1800</td><td>2000</td><td>2200</td><td>2400</td></tr> <tr><td>Koroska</td><td>1800</td><td>2000</td><td>2200</td><td>2400</td><td>2600</td></tr> <tr><td>Obalno-kraška</td><td>1000</td><td>1200</td><td>1400</td><td>1600</td><td>1800</td></tr> <tr><td>Osrednjeslovenska</td><td>6500</td><td>7000</td><td>7500</td><td>8000</td><td>8500</td></tr> <tr><td>Podravska</td><td>5500</td><td>6000</td><td>6500</td><td>7000</td><td>7500</td></tr> <tr><td>Pomurska</td><td>1200</td><td>1400</td><td>1600</td><td>1800</td><td>2000</td></tr> <tr><td>Posavska</td><td>1000</td><td>1200</td><td>1400</td><td>1600</td><td>1800</td></tr> <tr><td>Primorsko-notranjska</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td></tr> <tr><td>Savinjska</td><td>3000</td><td>3500</td><td>4000</td><td>4500</td><td>5000</td></tr> <tr><td>Zasavska</td><td>1000</td><td>1200</td><td>1400</td><td>1600</td><td>1800</td></tr> </tbody> </table>	Region	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	Gorenjska	3000	3500	4000	4500	5000	Goriška	2000	2200	2400	2600	2800	Jugovzhodna Slovenija	1500	1800	2000	2200	2400	Koroska	1800	2000	2200	2400	2600	Obalno-kraška	1000	1200	1400	1600	1800	Osrednjeslovenska	6500	7000	7500	8000	8500	Podravska	5500	6000	6500	7000	7500	Pomurska	1200	1400	1600	1800	2000	Posavska	1000	1200	1400	1600	1800	Primorsko-notranjska	500	600	700	800	900	Savinjska	3000	3500	4000	4500	5000	Zasavska	1000	1200	1400	1600	1800
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	<p>97 šol, 11 društev</p> 
<p>Stakeholders and Partners</p>	<p>Final beneficiaries of program are children age 6-15 years – primary school.</p> <ul style="list-style-type: none"> • Partners of the project were: • 97 schools throughout Slovenia – implementation of the program • Slovenian Faculty of sport, expert support, and analytical research • Slovenian Sport Institute Planica, project coordinator • Ministry of education, science, and sport, - co-financer • Sport clubs throughout Slovenia • European social fund -financer
<p>Methodological Approach</p>	<p>The aim of the ZŽS program is to provide all interested pupils for at least two hours of additional free sports activities, which together with a sport education represents 5 hours a week (sports education + ZŽS program). The ZŽS program takes place during the course of the school and during the course of the days of leisure and does not interfere with the implementation of the school's compulsory educational program. In the context of the ZŽS program, children are represented at least 12 sports, which are held in the hall, outdoor sports areas or in the natural environment. They are also represented to urban sports and in more detail at least 3 sports present on local level, where elementary school is located, in cooperation with local sports clubs. In this way, pupils learn more intensively with the content of different sports and, for the sake of good knowledge of the possibility of sporting participation in the local environment, they include in the sport clubs, thus spreading awareness of healthy lifestyle also to other age groups (parents, grandparents,...).</p> <p>The program allows all children who express their desire for additional physical activity to be included providing the opportunity to participate regardless of sex, age, race, economic status, state of movement, etc. It is worth noting that we have managed to include children who represent potential for social exclusion (this population mainly consists of children with sub-average physical abilities and overweight, children with special needs, children with low self-esteem, children with lower family-economic status and children who have diseases of modern time, such as diabetes ,...).</p>

Validation	<p>To analyze the questionnaire on lifestyle and health of pupils, information from 31,141 completed questionnaires from all pupils and additional 16,555 questionnaires from pupils who have been in the "healthy lifestyle" program for six years were used. Respondents were pupils aged 10,11, 12, 13, and 14 years.</p> <p>Methodology used</p> <p>Type of research: longitudinal study</p> <ol style="list-style-type: none"> 1. Descriptive statistics and contingent tables. 2. We calculated the index of changes between the control and experimental group for physical and motor development. 3. We have calculated the correlation coefficients between the variables of physical and motor development and between health variables. 4. The health structure was determined by a factor analysis. 5. We used the results of testing the sports educative cardboard. 6. Lifestyle and health factors were identified by interviewing pupils and schoolgirls with a specially adapted questionnaire.
Impact	<p>Changes in pupils "healthy lifestyles" are greater, especially when analysing positive changes in the development of aerobic endurance, coordination of motion and muscle strength of the shoulder ring and hands. The analysis also shows that the effects of the development of mobility potentials are more evident in boys than girls</p> <p>In the case of boys, more than 10% increase in the number those who don't use computers and for the girls same goes for more than 20%. More than double the number of schoolboys who don't even watch television. In 2017, 21% of these were recorded, and more importantly, the number of those who watched TV more than 5 hours was halved. Schoolgirls are watching a little more than students. The number of schoolgirls who did not watch the TV was in 2011 – 2017 significantly increased, almost doubled, and for three times the fewer are those schoolgirls who watch TV for more than 5 hours.</p> <p>Nation-wide reversed trends of obesity and physical fitness was achieved.</p>
Innovation	<p>In what way has the good practice contributed to an innovation in the livelihoods of men and women?</p>
Success Factors	<p>What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</p> <p>Institutional Cooperation of all relevant national institutions is needed.</p> <p>Economic Project was financed partly from EU funds and governmental funds.</p> <p>Social Activities were part of school curriculum and available to all schoolchildren, thus providing social and gender equality.</p> <p>Project is partly continued through other means of engagement.</p>
Constraints	<p>What are the challenges encountered by men and women in applying the good practice? How have they been addressed?</p>

	.
Lessons learned	<p>Significant positive changes in the physical fitness of pupils and especially schoolgirls were achieved.</p> <p>The recommendations of medicine only for more physical activity are inappropriate for today's time and require a redefinition of the recommended physical activity needed for a physical fitness, which will result in reduction of the chronic morbidity of the population of different age groups, including children and youth.</p> <p>Children and adolescents living in a more favourable economic environment thus increase the difference between themselves and those living in a less favourable environment. Of concern, however, is the fact that the proportion of those lagging behind in the physical fitness development is also increasing faster than those progressing.</p>
Sustainability	<p>What are the elements that need to be put into place for the good practice to be institutionally, socially, economically, and environmentally sustainable?</p> <p>If applicable, indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?</p> <p>Total budget:</p> <p>2010-2013 – 4.819.294 €</p> <p>2013-2014 – 2.100.000 €</p> <p>2014-2015 – 2.033.948 €</p> <p>2015-2017 – 4.851.457 €</p> <p>2017-2018 – 2.490.803 €</p> <p>The various calculations of the eligibility of financial assets in the "healthy lifestyle" program show that the increase in physical fitness, which will be shown in an increase in productivity, represents more than a three-fold of invested assets.</p>
Replicability and/or up-scaling	Outcomes of the project are available on web platform results were presented through various scientific articles thus giving the basis for implementation of the project in other environments.
Conclusion	<p>In all aspects project was a success, number of active schoolchildren during the project was significantly higher and analyses also showed higher educational success of children involved in project.</p> <p>Taking into account the decrease in the number of long-term sick children by 30% in seven years, a significantly better quality of lifestyle of children, and their parents was achieved.</p>
Contact details	<p>What is the address of the people or the project to contact if you want more information on the good practice?</p> <p>info@sport.si</p>
URL of the practice	<p>Where can one find the good practice on the Internet?</p> <p>https://www.zsrs-planica.si/zdrav-zivljenjski-slog/</p>
Related Web site(s)	<p>What are the Web sites of the projects under which the good practice was identified and reproduced?</p> <p>https://www.sportmladih.net/programi_som/zdrav_zivljenjski_slog</p> <p>https://www.zsrs-planica.si/zdrav-zivljenjski-slog/</p>

Related resources that have been developed

What training manuals, guidelines, technical fact sheets, posters, pictures, video and audio documents, and/or Web sites have been created and developed as a result of identifying the good practice?

Yearly research analyses



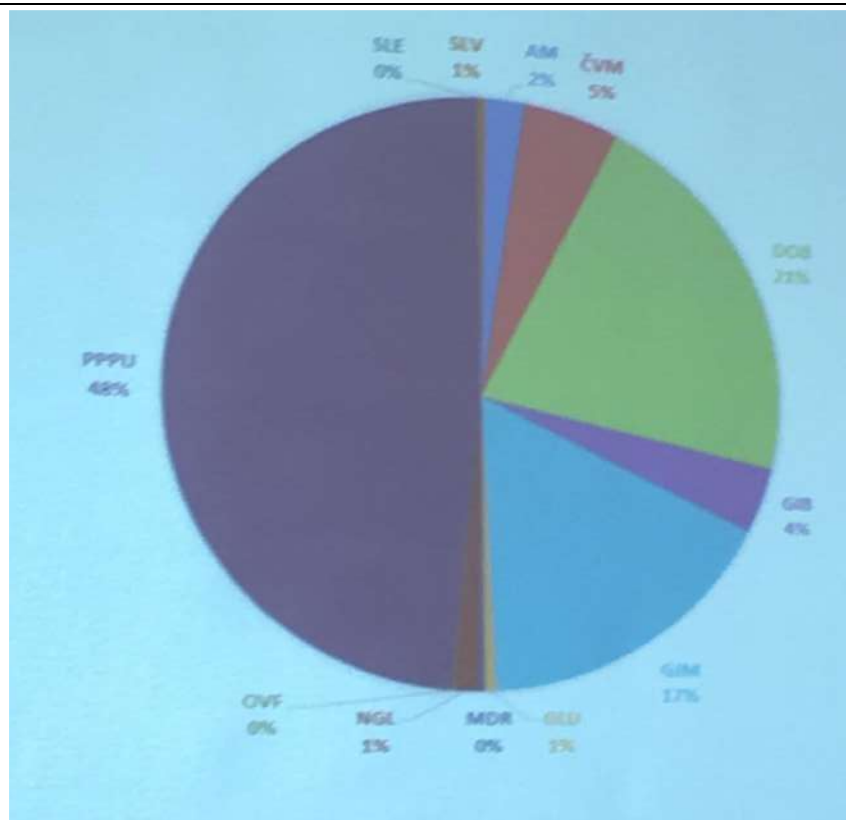
Evalvacija_programa_Evalvacija_programa_Evalvacija_programa_
ZZS_2010_2013.pdf -ZZS_2014_2015.pdf ZZS_2016_2017.pdf

Yearly conferences, seminars

BEST PRACTICE - No 11

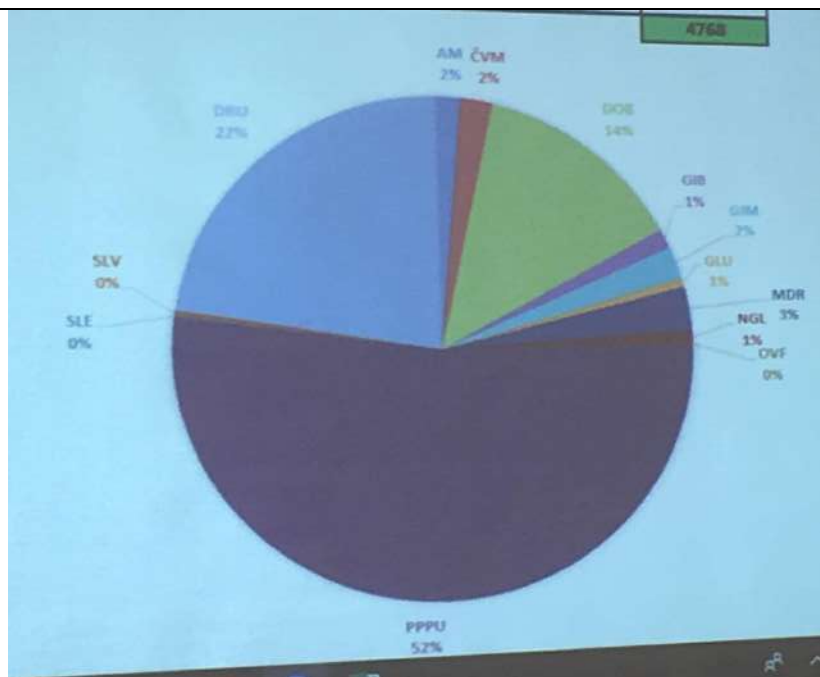
IO1: TEMPLATE FOR THE DESCRIPTION OF THE BEST PRACTICES

Plavalna skupina Delfinčki																																											
[Date] 20. 5. 2020	[Authors] Katarina Praznik, profesor																																										
Element	Guiding questions																																										
Type of document (optional)	A good practice – Swimming for disabled persons - fact sheet - manual																																										
Target audience	<p>Vulnerable target groups. Persons with special needs or mental disorders or other disabilities in swimming. A number of a school target group in Slovenia:</p> <p>A) Primary school – 16.076 (181.301 data from 2017)</p> <table border="1"> <thead> <tr> <th>Skupina</th> <th>Vrsta</th> <th>Število v OS</th> </tr> </thead> <tbody> <tr> <td>M</td> <td>avtizem</td> <td>321</td> </tr> <tr> <td>VM</td> <td>čustvene in vedenjske motnje</td> <td>818</td> </tr> <tr> <td>OB</td> <td>dolgotrajno bolan</td> <td>3433</td> </tr> <tr> <td>IB</td> <td>gibalno oviran</td> <td>598</td> </tr> <tr> <td>JM</td> <td>govorno-jezikovna motnja</td> <td>2696</td> </tr> <tr> <td>LU</td> <td>gluh</td> <td>92</td> </tr> <tr> <td>IDR</td> <td>motnja v duševnem razvoju</td> <td>65</td> </tr> <tr> <td>GL</td> <td>naglušen</td> <td>192</td> </tr> <tr> <td>VF</td> <td>okvara vidne funkcije</td> <td>21</td> </tr> <tr> <td>PPU</td> <td>primanjkljaj na posameznem področju učenja</td> <td>7752</td> </tr> <tr> <td>LE</td> <td>slep</td> <td>10</td> </tr> <tr> <td>LV</td> <td>slaboviden</td> <td>69</td> </tr> <tr> <td colspan="2"></td> <td>16067</td> </tr> </tbody> </table> <p>Groups: autism, emotional and behavior disturb, long illness, mobility disfunction, speech disabilities, depth, mental disorders, vision disorders, difficulties on specific learn field, blind, less blind</p>	Skupina	Vrsta	Število v OS	M	avtizem	321	VM	čustvene in vedenjske motnje	818	OB	dolgotrajno bolan	3433	IB	gibalno oviran	598	JM	govorno-jezikovna motnja	2696	LU	gluh	92	IDR	motnja v duševnem razvoju	65	GL	naglušen	192	VF	okvara vidne funkcije	21	PPU	primanjkljaj na posameznem področju učenja	7752	LE	slep	10	LV	slaboviden	69			16067
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In secondary school 4768 (out of 74.021 or 6,4 %) in the year 2017):

Kratica	Vrsta	Število v OS
AM	avtizem	72
ČVM	čustvene in vedenjske motnje	97
DOB	dolgotrajno bolan	647
GIB	gibalno oviran	61
GJM	govorno-jezikovna motnja	101
GLU	gluh	27
MDR	motnja v duševnem razvoju	138
NGL	naglušen	41
OVF	okvara vidne funkcije	1
PPPJU	prímanjkljaj na posameznem področju učenja	2495
SLE	slep	6
SLV	slaboviden	15
DRU	drugo	4768

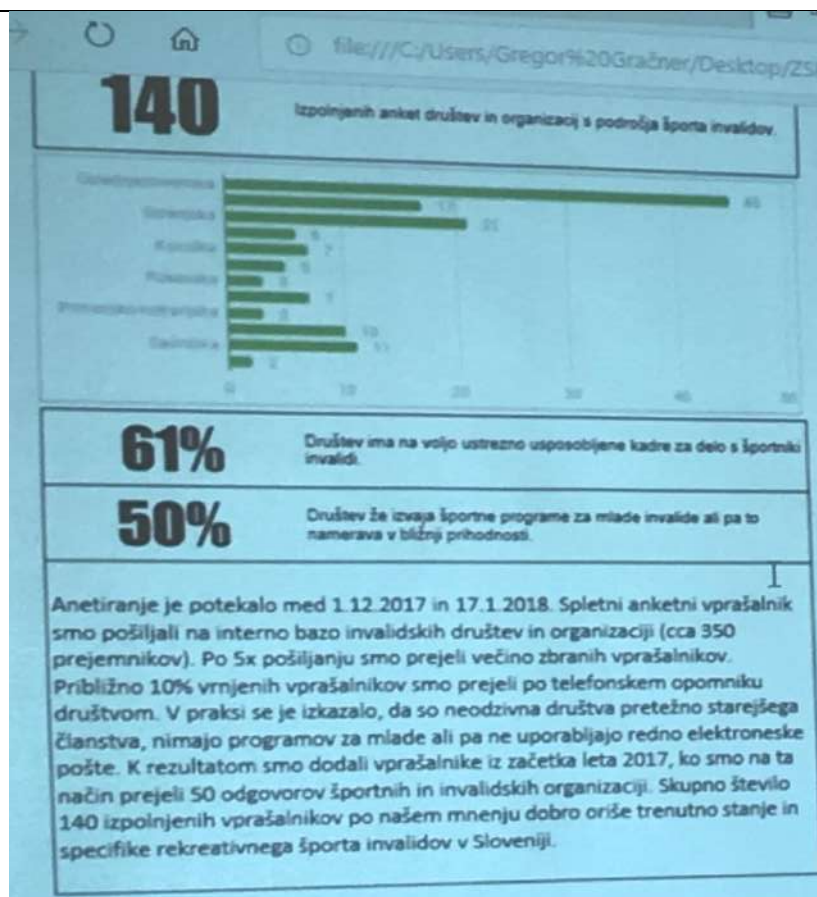


Objective

Analysis of the project

- To ensure vulnerable kids and people how to spare their free time. How to live a healthier life.

In Slovenia, the physical activity and physical fitness of children and youth is better than the situation in most European countries, but even Slovenian children are not immune to negative changes in modern lifestyles and also have been able to detect negative trends in development for several years. Especially in our targets group.



Picture (I.2017) – 61% of sports club has a competent coach and 50% out of 140 clubs (who answered) already do or will intent to work with kids with disabilities.

Location /geographical coverage

Program was implemented since beginning in the year 2006 in 5 regions in Slovenia. And in the local community - Velenje from 4 persons to 26.

Graf 2 Number of children in the program by statistical regions after school years:

Swim Club Velenje – 26 - Savinjska

Club Vidim Cilj Ljubljana – 80 – Osrednje slovenska

Swim Club Riba, Ljubljana – 10 – Osrednje slovenska

Swim Club Gojzdova šola plavanja, Ptuj – 10 Podravska

Swim Club Plavalček, Krško – 20 - Savinjska

And then in Maribor, Kranj, Radovljica just some individuals inside Special Olympics or swim enthusiasts. Around 10 all together.

SLOVENIA



Introduction

Described here are the experiences that were gained in Velenje while running swimming courses for people with special needs since 2006. Slovenia has organized Halliwick Club of Slovenia, which carries out necessary training courses and reoccurring seminars. All the members of the non-profit center that is organized outside the rehabilitation institutions in Velenje are members of the Halliwick Association of Slovenia. In the year 2006 pool in Velenje has gone through restructuring satisfying basic conditions needed to carry out Halliwick courses. Courses are organized by Swimming Club Velenje and are carried out twice a week lasting one hour. The course uses a modified Halliwick method adapted to individual needs during teaching of swimming techniques. Classes are attended by different groups organized by age and particular needs. Current results are promising. The majority of participants learned to swim or independently move in water, showing improvement in physical and mental abilities. Additional value of the courses is that they are based primarily on the voluntary work that strengthens civil society. We believe that there are good opportunities for the transfer of good practice from Velenje to other environments.

Beside school they have no chances to be a part of any local sport club or culture or any nongovernmental organization. We made a research in a sample of participant in Schools for special needs what do they do and what they will want to do (authors: Ajda Praznik, Helena Plazl, mentors K.Praznik, Jelka Peterlin: We want to..., 2006, young reserchers in Saleska Valley). Here are the results: <http://mladiraziskovalci.scv.si/naloga?id=14> They all want almost the same as others. So, their needs are the same, not special! <https://www.youtube.com/watch?v=dA-DC1SMiqw> – video from the beginning of our water activities.

Program became big intervention program in Slovenia in the field of health and social inclusion in swimming.

Stakeholders and Partners

- Program is expanded to the various national associations.
- Swimming associations Slovenia
 - Special Olympics Slovenia
 - Seminars for teachers
 - Halliwick swimming associations
 - Assositons for disabled persons Slovenia

	<p>- ESS – for qualifications the teachers, coaches, volunteers.</p> <p>There are still no seminars for coaches related to their pedagogy and social (inclusion or even integration) work, we believe that there is a big need. Speaking about trainings of coaches to promote social integration, we understand that there is a lot of work to be done. Swimming is for all the people, from 0 to 110 years.</p> <p>The well known Halliwick approach is a method or water therapy for all kind of people: people with disabilities, people with Parkinsons, mute, blind, mental disorders, parkinsons, cerebral palsy, head damage, tetraplegic, paraplegic, multiple, amputees, sexual abuse, muscle dystrophy etc. Halliwick concept is based on games activity too. Slovenia has organized Halliwick Society of Slovenia, which carries out necessary training courses and recurring seminars.</p> <p>Halliwick courses have been attended by more 1000 participants so far, in Velenje over 50. That produced enough trainers capable of teaching swimming to people with all kinds special needs and who with time obtained further knowledge of teaching the Halliwick method.</p> <p>Training were expanded to the Faculty of Sport (all students have to listen about Halliwick 2 hours), and the Swimming Association of Slovenia, educating over 100 swimming instructors (for approx. 3% of 2 million people).</p> <p>Seminar was also introduced in the mandatory course catalogue intended for the secondary schools, connecting schools and mentors in the surrounding areas who encourage voluntary work. Voluntary work can also be used by students towards fulfilment of the mandatory course content. Since 2008 student volunteers also received recognition of the President of Slovenia for the project "Lets Volunteer" prepared by the Youth Council of Slovenia.</p>
Methodological Approach	<p>The program allows all children who express their desire for additional physical activity to be included providing the opportunity to participate regardless of sex, age, race, economic status, state of movement, etc. It is worth noting that we have managed to include children who represent potential for social exclusion (this population mainly consists of children with sub-average physical abilities and overweight, children with special needs, children with low self-esteem, children with lower family-economic status and children who have diseases of modern time, such as diabetes ,...).</p>
Validation	<p>Swimming centers existed initially only as a part of various institutes that include children and adolescents with special needs (Črna, Kamnik, Vipava, Maribor, Celje).</p> <p>Today there are swimming centers in Ljubljana (Swimming club Halliwick), Velenje (Velenje Swimming Club), Krško (Športno društvo plavalček), Ptuj (AK Kurent), Ljubljana (ŠD Riba) and in the Institute for Rehabilitation Soča in Ljubljana.</p> <p>Goal is to enable the children and young people to engage in water activities and swimming during the day as a quality spending their free time.</p>
Impact	<p>More and more sports are getting involved. Especially in swimming. At the beginin, 15 years ago there were swim competition only for a few swimmers. They did not know what the proper training look like, what the kids are capable of.. From 10 to 40 swimmers on the national championship and they know what the proper rules and swimming technic are.</p>
Innovation	<p>In what way has the good practice contributed to an innovation in the livelihoods of men and women?</p>

	<p>The first objective is the swimmer's safety, the complete trust and confidence in water, which is later followed by learning of swimming techniques. The required time it takes the person to adopt the first objective is completely irrelevant. The individual must be allowed for automatic involuntary active adaptation to the dynamic forces of water through the control of the teacher.</p> <p>The swimming learning program consists of 10 points (mental adjustment, alignment, breathing, rotation, glide, independence swimming), to be gradually mastered by the kid before moving on to learning swimming techniques</p>
Success Factors	<p>What are the conditions (institutional, economic, social, and environmental) that need to be in place for the good practice to be successfully replicated (in a similar context)?</p> <p>Mostly social aspect is stressed.</p> <p>The majority of participants learned to swim or independently move in the water, showing improvement in physical and mental abilities. Additional value of the courses is that they are based primarily on the voluntary work that strengthens civil society and all kids are together. Integration and equality enabling PWD to work with general population They are not in their own club, so they have chance to meet others, to talk, to make friends and even swim together. They all like to swim UNIFIED RELAYS, the most exciting and powerful activity for both swimmers and swimmers with disability.</p>
Constraints	<p>Knowledge and skill necessary to work with PWD, cooperation of stakeholders, financial aspects.</p>
Lessons learned	<p>We have many different organizations for disabled people. But a lot of swimmers from this group cannot compete equally with other. They want to compete, like anyone else. Significant positive changes in the physical fitness of pupils and especially schoolgirls were achieved.</p> <p>The recommendations of medicine only for more physical activity are inappropriate for today's time and require a redefinition of the recommended physical activity needed for a physical fitness, which will result in reduction of the chronic morbidity of the population of different age groups, including children and youth.</p> <p>Children and adolescents living in a more favourable economic environment thus increase the difference between themselves and those living in a less favourable environment. Of concern however, is the fact that the proportion of those lagging behind in the physical fitness development is also increasing faster than those progressing.</p>
Sustainability	<p>What are the elements that need to be put into place for the good practice to be institutionally, socially, economically and environmentally sustainable?</p> <p>If applicable, indicate the total costs incurred for the implementation of the practice. As much as possible, provide also some cost/efficiency indications: What are the institutional, social, economic and/or environmental benefits compared to total costs?</p> <p>Sustainability is seen through even greater participation of PWD in program, their participation to competitions and rising success. Project activities are presented through web pages and thus available to general public.</p>
Replicability and/or up-scaling	<p>Persons with special needs typically require individual approach that is tailored to their developmental abilities. The work program for children must support proper development of the child in all areas until the final stages of growth. While learning to communicate with students instructions are given clearly, simply and directly; exercises are demonstrated and if necessary swimmers are physically lead to assume proper swimming positions; progress is achieved through 10 systemic activities; we exhibit consistent, predictable, respectful care and friendly attitude. With the ability to adjust the teaching methods to individual's abilities it is possible to successfully carry out teaching and award the</p>

	<p>participants with recreational sport activity, participation in various competitive activities, and even in swimming competition.</p> <p>Encouraging development of cognitive abilities were achieved. It is important to spread positive results of swimming and popularize it among persons with special needs in order to promote importance of active lifestyle. In particular it is an important for people with special needs to socialize with equals and others in order for them to follow a normal development process. Swimming allows for learning of social interactions and social inclusion that the school in Slovenia cannot offer. It is also to be emphasized that implementation of the individualized swimming learning method (mastering the new motor skills) through which each individual can achieve success and be included in the group. The results show that anyone regardless of their physical and mental ability, who regularly attends practice, and through use of the appropriate methods of learning swimming can master this important skill.</p>
Conclusion	<p>Conclude specifying/explaining the impact and usefulness of the good practice. When possible, use anecdotal evidence such as a storytelling or testimony of a man or a woman showing the benefit of the good practice.</p> <p>Collected results show that the set goals that are the inclusion of children and adolescents with special needs in the sports and recreational activities, the inclusion (two swimmers has training 5 days per week, two time are included in another swim group in our club) in the surrounding environment, encouraging the development cognitive development were achieved. It is important to spread positive results of swimming and popularize it among persons with special needs in order to promote importance of active lifestyle. In particular it is an important for people with special needs to socialize with equals and others in order for them to follow a normal development process. Swimming allows for learning of social interactions and social inclusion that the school cannot offer. implementation of the individualized swimming learning method (mastering the new motor skills) through which each individual can achieve success and be included in the group is of great importance. The results show that anyone regardless of their physical and mental ability, who regularly attends practice, and through use of the appropriate methods of learning swimming can master this important skill.</p>
Contact details	What is the address of the people or the project to contact if you want more information on the good practice?
URL of the practice	<p>Where can one find the good practice on the Internet?</p> <p>http://www.zdsps.si/images/zbornik/30zbornik.pdf http://mladiraziskovalci.scv.si/naloga?id=14 http://www.plavalniklub-velenje.si/ https://www.facebook.com/paraplavanjevelenje/</p>
Related Web site(s)	<p>What are the Web sites of the projects under which the good practice was identified and reproduced?</p> <p>https://www.facebook.com/sportnodrustvo.plavalcek https://www.facebook.com/Gojazdova-%C5%A1ola-plavanja-262268354691714/ https://www.facebook.com/Vidim-Cilj-201875149888308/</p>

Related resources that have been developed

- IPAK (SI) - Blatnik Stanko - email: stanko_blatnik@yahoo.com
- ILI/FIM-NewLearning (DE) - Simon Heid - email: simon.heid@fim.uni-erlangen.de
- Amitié (IT) - Francesca Magrefi - email: fmagrefi@amitie.it
- Scierter España (ES) - Petra Sulovska - email: psulovska@scierter.es
- Going Nova (UK) - Howie Firth - email: howie.firth@googlemail.com

nazej



izvedba tega projekta je financirana s strani Evropske komisije. Vsebina publikacije (komunikacije) je izključno odgovornost avtorja in v nobenem primeru ne predstavlja stališč Evropske komisije.

A sample of the European project at the beginning (year 2007), from IPAK, eSwimming.eu..



Other involved European project:



In 4ALL:



BEST PRACTICE - No 12

Parenting for sport	
01 jan – 31 dec 2018	Asociatia Sportiva Corporate Games, Romania VASTERBOTTENS IDROTTSFORBUND, Sweden Edinburgh Napier University (ENU), UK
Element	Guiding questions
Type of document (optional)	Website and manuals
Target audience	Schools CSR managers PA teachers
Objective	<p>The main objectives are:</p> <ul style="list-style-type: none"> • Promote equity and social inclusion through various sports and games initiatives for children with a low social, cultural and economic background; • Promote volunteering in sport with focus on corporate employees; • Improve sport facilities of schools in the poor areas, creating modern opportunities for practicing sport. • Generating and implementing the concept of parenting for sport • Involving the corporate environment in supporting social inclusion through sport • Creating a European network for parenting in sport and facilitating the experience exchanges • Promoting voluntary activity in sport as a way to build and encourage socially active citizens
Location /geographical coverage	Romania Scotland/UK Sweden
Introduction	<p>The PARENTING IN SPORT VISION of the project is to establish a strong and durable link between the people behind the corporations' frame and the children in deprived environment, to encourage the first ones to volunteer for a noble cause and the second ones to feel included in a new world, the one of sports, as equal participants.</p> <p>Sport activities, by their specific, are a powerful tool for social integration and inclusion. Sport generates individual development (physically, cognitively and emotional) and social transformation by removing cultural or ethnic barriers. In sport it is easier to interact with the others and there are no differences between individuals. Everyone follows the same goal at the same time. Everyone has the resources to succeed.</p> <p>Engagement in physical activity and in all kind of sports can also improve cognitive and educational performance of children. Research has found that sports is a means for overcoming discrimination, can build social connections and can attract children to out-of-school educational</p>



	<p>programs, which can achieve substantial improvements in literacy and numeracy. It can also be quite helpful in dealing with children's growing aggression and inclination to follow negative social models. The sports sector can be the messenger for many social values and norms to be taught to the young generation.</p>
<p>Stakeholders and Partners</p>	<p>Target groups and project beneficiaries of Parenting in Sport are :</p> <ul style="list-style-type: none"> • children and adolescents in deprived areas with no possibilities of practicing sports and poor social integration; • children/orphans in placement centers for whom social integration, self-confidence and self-esteem are key issues and benefited of a better environment; • parents & families in deprived areas, often finding difficult to survey their children and sometimes causing their dropout from school; • sports clubs and associations, who had a good opportunity to identify young talents and direct them toward performance sport; • trainers and coaches, for their exchanging experience at transnational level; • sport volunteers for getting a hands-on training from experts; • selected schools' teachers who had the opportunity of working in a new environment, acquiring new capabilities and knowledge; • participating corporations, for the opportunity of making visible their social involvement (CSR – Corporate Social Responsibility mission). The PARENTING IN SPORT VISION of the project is to establish a strong and durable link between the people behind the corporations frame and the children in deprived environment, to encourage the first ones to volunteer for a noble cause and the second ones to feel included in a new world, the one of sports, as equal participants. Beneficiaries of the project are corporate people and underprivileged kids. Partners in this project were 6 schools in Bucharest and Ilfov , the district 2 and 6 City Halls as well as Nokia, Fan Courier, BCR and Genpact companies.
<p>Methodological Approach</p>	<p>There were 85 companies receiving an invitation to participate in Parenting for Sport project, of which only 28 accepted a face-to-face discussion on their possible participation and finally just 14 of them accepting encourage volunteers to participate.</p> <p>A better result we had in convincing school principals to participate in School Games. On the 27 schools receiving an invitation to participate in Parenting for Sport project, 23 principals accepted a face-to-face discussion on their possible participation to the project and finally just 12 of them accepting to participate.</p> <p>We had a SUPERT training week for presenting the sports and competition system to the schools and PA teachers , followed by a large scale event at the end of the project, involving team consisting of one volunteer and the rest kids from different schools.</p> <p>It took almost more than 6 months to find the best way to communicate</p>



	with companies in order to convinced them to join our project.
Validation	<p>Assessing the degree of enjoyment a Parenting for Sport program brought to its participants is about interrogating the main actors of the event, that is children, teachers and volunteers.</p> <p>Most indicated method could be the focus group interviews, a qualitative research in which a specific group of people are asked about their perceptions, opinions, beliefs and attitudes toward the topic. Questions are asked in an interactive group setting, where participants are free to talk with the moderator and the group members.</p> <p>There were 3 questionnaires used to get useful information from participants: Kids' questionnaire is focused on enjoyment of sport activities, teachers' survey focuses on their opinion and implication in sport programs for children in deprived areas and stakeholders questionnaire was obtaining information about the level of satisfaction regarding achievement of the project goals.</p>
Impact	<p>What has been the impact (positive or negative) of this good practice on the beneficiaries' livelihoods? Please explain how the impact may differ between men and women. Have these beneficiaries' livelihoods been improved (and if applicable, become more resilient), and if yes how?</p>
Innovation	<p>The most important innovative aspect of the project is that many business companies were involved in project's activities, realizing a mission of social responsibility through sustaining the efforts of the project partners. The project stimulated the social and material involvement of corporations and mainly of their employees, in order to make a big change in the current situation of less fortunate children.</p> <p>Also, this project was an opportunity to revitalize the concept of volunteering in a social challenging environment, through sport, in the benefit of children having limited possibilities of access. There is currently a great need of volunteers , but also a similar will of becoming involved in social projects</p> <p>Then, the project agenda was including a challenging event: a inter-school competition comprising the teams formed with/by the children participating to the project, organized by a successful model called The Corporate Games. During the three days of multisport championship more then 500 children scored for medals and also for their school's position in the overall ranking.</p> <p>Last, but not least, the involvement in sport of children with a low social, cultural and economical background is not only a measure to promote equity and social integration, but also an opportunity for some of this children to make a potential sport career (sport trainers or coaches, participating to the project can identify talented children and redirect them to sport performance). For all of them, practicing sport on regular bases and being part in a school sport team will surely lead to reducing the</p>



	dropout rate from school, a fact that often affects children in this areas of deprivation.
Success Factors	<p>The factors of success are :</p> <ul style="list-style-type: none"> • Schools availability to participate in multi sport events • Companies desire to compensate their employees as acting as volunteers by offering free days from work • Robust event management systems and procedures, allowing a good organization for a multisport event
Constraints	The biggest challenge was to recruit volunteers from companies, due to their very busy schedule
Lessons learned	<p>95.8percentofrespondentchildrenenjoyedtheday'ssportactivities Teachers were the key influencers in the students' decision to participate in the day's sports activities (72.4% respondent that their teacher had encouraged them). Students were also encouraged by friends (41.7%) and parents (36.6%). Coaches and sport leaders also influenced the children. It is important to note that the majority of respondents were encouraged by more than one source to participate (thus responses exceed 100%).</p> <p>Eight-one percent of respondents indicated that they regularly participate in sports activities and 93.7% indicated that they would like to continue to participate in sport activities.</p> <p>Respondents were asked what their favourite thing was about the sport activities: 12.2% 'tug of war', 7.8% responded 'netball', '7.5% 'boxing', 6% 'dance', 5.1% 'face painting', 3.6% board games. The majority of respondents gave multiple responses.</p> <p>The main reason why respondents indicated they do not do more sport is thattheyhave'notime'(2.4%). Thereisawidevarietyofotherresponses given but these are very disparate and no clear pattern emerges. Financial constraints were mentioned by one respondent.</p> <p>The main reason why respondents would like to do more sport is 'because it is fun' (12.5%).</p>
Sustainability	The main elements that can change the life of children from deprived economic background is related to the models that they choose in life, besides other elements. Sport is an universal communication tool and kids and adults can play together, making and developing a special bond. What are the elements that need to be put into place for the good practice to be institutionally, socially, economically and environmentally sustainable?
Replicability and/or up-scaling	After the program ended, in December 2018, schools and companies insisted to organise a second edition of School Games in December 2019. Up scaling the model is very easy and our ambition was to have another event in 2020 with 1000 participants, but now we wait for COVID to end before making any commitments.
Conclusion	Sport activities, by their specific, are a powerful tool for social integration and inclusion. Sport generates individual development (physically, cognitively and emotional) and social transformation by removing cultural or ethnic barriers. In sport it is easier to interact with the others and there



	are no differences between individuals. Everyone follows the same goal at the same time. Everyone has the resources to succeed.
Contact details	Radu.radulescu@coporate-games.ro
URL of the practice	https://www.parenting4sport.com
Related Web site(s)	https://www.parenting4sport.com
Related resources that have been developed	https://www.parenting4sport.com P4S Guide of Best Practices Volunteering guide for P\$S

BEST PRACTICE - No 13

4 Balls tournament	
January – December 2020	Udruga za unaprijeđenje kvalitete življenja ANIMI – Split, Croatia St Angela's Participation Centre – SAPC – Glasgow, Scotland Asociatia Sportiva Corporate Games - Bucharest, Romania Sport for life - Amsterdam, Netherland
Element	Guiding questions
Type of document (optional)	Website
Target audience	Primary schools, PA teachers, civil society representatives, public institutions
Objective	The main objective of the “4BALL GAMES” project is to increase people’s involvement in physical activity and their awareness of the benefits of involvement in physical activity and sports. More specifically, the objectives are : <ul style="list-style-type: none"> ● increase participation of teenagers, more specifically girls aged 14 - 16 years of age in sport and exercise ● involve adults, more specifically parents and kids into playing sports and exercise ● Encourage social inclusion and equal opportunities in sport ● Use partner countries “traditional” games and sports to connect people from different countries and introduce each other cultures to one another. ● building capacities and exchange of know-how between partner organizations ● promoting EU unity



	<ul style="list-style-type: none"> Promoting voluntary activity in sport as a way to build and encourage socially active citizens
Location /geographical coverage	Croatia, Romania, Nederland, Scotland/UK
Introduction	<p>Due to the much research that been done which proves that sports and physical activity improve overall health levels and related aspects such as weight control, illness prevention, and afford a higher capacity to carry out activities of daily living; and helps with depression, 4BallGames project aim is to improve people’s lives through engagement in physical activity and social interaction with local neighbours of all ages.</p> <p>Many of the problems related to physical inactivity stem from the fact that most people nowadays are adopting increasingly “more sedentary lifestyles and dedicating less and less time to practising a sport or doing any physical activity.</p> <p>Much work is done through a computer today leading to a very sedentary lifestyle. Many people and youth go from a computer at the office to their smartphone in the evening. This can lead to major physical health problems not to mention the well known breakdown in learning how to communicate with others. a fact well researched today. There is an abundance of medical research on this showing clearly there is a desperate need to reverse this cycle.</p> <p>Factors such as increased pressure from work or socio-economic circumstances, less time and means available, can all be cited as reasons that many people do not or cease to take part in any physical activity.</p> <p>New technologies and trends such electric bikes and scooters are threatening to even eliminate a need and desire for people to walk In response to these challenges, 4BallGames aims to promote voluntary-based activities in sport and recreation to engage and attract the general public to participate and take up a sport and more physical activity by learning and playing traditional games of Scotland (Netball), Romania (Catchball), and Croatia (Dodgeball)</p>
Stakeholders and Partners	The project involves several interested local private and public sector stakeholders, such as grassroots sport organisations, local representatives of public authorities involved in sports, sport and health authorities, sport clubs, local sport and community centres, among others.
Methodological Approach	To accomplish the project main objective of involving teenagers, more specific teenage girls in playing more sports, the project team had organized number of sports activities involving 4 sports, generally played mostly by girls(Netball, Catchball, Korfbal and Dodgeball). First stage was a training session for coaches in the 4 countries, followed by dissemination in their countries, where each partner is organising an event for all four sports. The best team from each country will then go



	to the final event, competing each other.
Validation	The validation is based on online questionnaires and Skype meetings between project members, offering a good feedback and interesting new ideas.
Impact	As the teams have involved primarily young girls through the 4 traditional sports, the participation in sport overall for this category was increased. PE teachers have reported that the students were a lot more active in sport classes and the interest for the new sports was significant.
Innovation	<ul style="list-style-type: none"> ● Combination of entertainment and sports & games ● Creative way to involve local government to participate and help organise the project
Success Factors	The success of the project is related to the school's availability to try new sports, the local public authorities to offer facilities free for training and competition and last but not least to a robust system of management the events for all 4 sports.
Constraints	Ona major constrain is that sport is a low priority in the school program, so allocating resources is somehow difficult. To overcome this situation mebers of the project must insist in presenting the benefits of sport and also presenting the new activities in details
Lessons learned	Sport can and should be also fun, besides the competition itself. Everybody has to be a winner and there are no enemies. Girls are welcome to be part of the sport festivals in schools and should they get behind any project that will give them the opportunity to participate and show their competitiveness.
Sustainability	Once the new sport infrastructure and coaches (PE teachers) are in place in each country, the sport events are carrying on every year, through sport festivals. Also, having seen the events created by the project, companies, and especially large multinational corporations can be powerful sponsors and supporters, being inclined to sponsor similar events, projects or related activities when they know their presence will be visible both locally and internationally. This will allow partners to organize this type of action with less need for EU funding, as well as give a strong basis for future sustainability of the project and partnerships created.
Replicability and/or up-scaling	Each sport has all rules and procedures on the website, so it should be easy to replicate the events in any country, providing there are sport halls and balls. Upscaling is an interesting question, as the events in the 4 sports can easily be replicated in other cities within the project countries, if the public institutions are getting involved.
Conclusion	It is possible to increase participation of teenagers, more specifically girls aged 14 - 16 years of age in sport and exercise, if we can create



	exciting events and present new , competitive sports. Cultural difference are an attractive point to be blended with sport and the result can be a positive approach towards sporting activities.
Contact details	svarmuza@gmail.com chairperson@sapcglasgow.com martin.verhagen@sport-for-life.com
URL of the practice	http://www.beactivo.org/4BallGames
Related Web site(s)	http://www.beactivo.org/4BallGames
Related resources that have been developed	Interviews with the project members

BEST PRACTICE - No 14

Active Schools programme	
2016-2017 [When (month and year) was the good practice documented published?]	SportScotland – the national agency for sport [Who wrote the good practice document?]
Element	Guiding questions
Type of document (optional)	Website and published statistics
Target audience	Schools, PE teachers, sport clubs
Objective	Active Schools aims to provide more and higher quality opportunities to take part in sport and physical activity before school, during lunchtime and after school, and to develop effective pathways between schools and sports clubs in the local community
Location /geographical coverage	Scotland, UK
Introduction	A lack of physical activity contributes to nearly 2,500 deaths in Scotland and costs the NHS around £91 million per year. Getting children in schools to be active in sport before and after the school, using the existing infrastructure, by financing Community Sport Hubs (NGO) This initiative is in place in Scotland from 2010
Stakeholders and Partners	The main beneficiaries are the children in schools. The users are PE teachers, volunteers and sport managers from clubs that are organised in the Community Sport Hubs all across Scotland. The project is financed by the Scottish Government through the agency



	<p>Sport Scotland that works in partnership with all 32 local authorities to invest in and support the Active Schools Network.</p> <p>The network consists of over 400 managers and coordinators dedicated to developing and supporting the delivery of quality sporting opportunities for children and young people..</p>
Methodological Approach	<p>Having spare capacity before and after school in the sport venues, the agency for sport is funding a local network of experts that are involving kids into sport. Young people make a valuable contribution as leaders in sport and Active Schools Coordinators provide leadership opportunities across a range of roles and support young people throughout their leadership journey.</p>
Validation	<p>The number of children participating in sport activities before and after the school time is increasing with 4-5% every year, in the last 10 years, as a proof of the success.</p>
Impact	<p>There are strong indications from a range of stakeholders that Active Schools has resulted in young people:</p> <ul style="list-style-type: none"> □ developing positive attitudes to sport and health; □ feeling happier – in themselves, and about their body image; □ developing sporting skills –in a range of sports, or in their specialist sport; □ having more confidence and making friends; □ understanding more about inclusion and equality; □ having more positive role models; □ being inspired; and □ considering and progressing in careers in sport. <p>The Active Schools has had a positive impact on attitudes to sport and health; confidence; volunteering and leadership opportunities; and the culture and ethos of schools.</p> <p>It has also contributed to changing school culture and ethos around sport and health. Some schools have seen improved behaviour and attendance as a result and others have seen more teacher and pupil joint working.</p> <p>Schools felt that Active Schools strongly contributed to the health and wellbeing outcomes within the Curriculum for Excellence.</p>
Innovation	<p>Creating a task force for promoting sport in schools before and after hours was a great innovation, as the Community Sport Hubs are now the most important Center of excellence in all cities across Scotland.</p>
Success Factors	<p>Being a government initiative, the success of this project is based on the political decision to make something for the children in schools, at the end of the day. Managers of the Community Sport Hubs are also an important fa</p>
Constraints	<p>Transport –Where young people are bussed to and from school, Active Schools teams are experiencing real challenges in finding suitable times to schedule activities.</p> <p>Fees for activities – In a minority of areas (at least five) very small charges were made for Active Schools supported activities. But these can be too much for some pupils.</p>



	<p>Disadvantage –A significant proportion of Active Schools teams highlighted that a different approach was needed to encourage participation in disadvantaged areas.</p> <p>Facilities – Some Active Schools teams, particularly in remote rural areas, reported significant challenges around facilities.</p>
Lessons learned	<p>Active Schools should continue a targeted element to its work. Girls and young people with ASN should continue to be a priority. Girls only activities should be promoted as a key way of engaging girls. Active Schools teams should be supported to gather evidence about participation of young people with ASN in Active Schools supported activities (perhaps through parental consent forms) to gather a baseline of evidence of participation. This would help to inform future approaches to supporting people with ASN. sportscotland should consider introducing young people living in areas of deprivation as a further target group</p>
Sustainability	<p>The core aims of Active Schools are:</p> <ol style="list-style-type: none"> 1. to ensure there are more and higher quality opportunities to participate in sport within schools; 2. to build capacity through the recruitment, retention and development of volunteers who deliver sport; and 3. to motivate and inspire young people to participate in sport. <p>Active Schools also aims to assist with the transition from school sport into club sport and develop pathways into sport, to encourage longer-term participation. While the focus is on sport, Active Schools also connects with the wider landscapes of play, dance, exercise and active living.</p>
Replicability and/or up-scaling	<p>There are great possibilities of extending the good practice more widely, but this is a political decision made by the government.</p> <p>The project is very well documented, with clear roles and responsibilities for the Community Sport Hubs manager and volunteers, so it is easy to replicate this model in any part of the world, adapting it to the local culture and specificities.</p>
Conclusion	<p>There is a network of Active Schools Managers and Coordinators across Scotland since 2012. Each of the 32 local authorities has an Active Schools Manager (or Lead Coordinator) in post, supported by a number of Coordinators. There are 430 Coordinators across Scotland. The Active Schools programme involves approximately £12.5 million investment per year. The vast majority of funding goes into staffing – to ensure that the network of Managers and Coordinators is in place at local level. Approximately 75 per cent of funding is provided by SportScotland and 25 per cent by local authorities.</p> <p>In the 2018/19 academic year, 313,000 participants made 7.3 million visits to Active Schools activities.</p> <p>Over 23,500 deliverers (89% of whom are voluntary/ 21,000 volunteers) delivered 398,000 sessions. There were 2,700 links</p>

	between schools and sports clubs, helping pupils to participate in sport outwith their school. See full report below for further details.
Contact details	chairperson@sapcglasgow.com
URL of the practice	https://sportscotland.org.uk/schools/active-schools/
Related Web site(s)	https://sportscotland.org.uk/schools/active-schools/
Related resources that have been developed	https://www.webarchive.org.uk/wayback/archive/20191002035702/http://www.gov.scot/policies/physical-activity-sport/

BEST PRACTICE - No 15

Catchball – play sport, have fun, make friends	
2010	Israeli Catchball Association
Element	Guiding questions
Type of document (optional)	Case study
Target audience	Middle age women
Objective	Middle age women are dropping out of sport as pressure from family and society is forcing them to manage time not in their favour. The main objective of catchball is to offer an accessible sport that can also be a social integration tool.
Location /geographical coverage	Israel, Romania, USA, Mexico, Nederland, UK
Introduction	Catchball is a team sport just for women, derived from volleyball in which the ball is caught and thrown rather than hit. The sport was started in Israel, and was designed to be a simple version of volleyball for women to play. It is now one of the most popular sports in Israel played by female adults
Stakeholders and Partners	The beneficiaries or the target group of the good practice are women, age 26+ Catchball offers: <ul style="list-style-type: none"> • Integration of career, family, social life and physical activity • Socialize and participate in a competitive team sport
Methodological Approach	The creation of the catchball started with Mamanet, a series of sport clubs consisting of mothers in a specific school. As they had a lot of things in common it was just natural that a sport that is simple to learn



	but challenging to win, will be attractive. Later on, the Israeli Catchball Association was created, as a professional forum for development and regulating this new sport.
Validation	Today there are more than 12.000 players in Israel, 10.000 in Mexico and Romania is also developing quickly, with more than 250 players now. The success of this new sport is also proven by the International Catchball tournament in Eilat, that bring every year more than 200 teams to the competition.
Impact	The impact on women is significant, both in sport participation and also in social integration and networking.
Innovation	The innovation consists in the fact that the ball is caught and passed, instead of being hit. So, the speed of the game is slower, allowing to participate even for the lower skilled players.
Success Factors	The success is depending on the dissemination and capacity to organise regular sport events
Constraints	The main constrain is the availability of sports hall and coaches
Lessons learned	If a sport is easy to play and competitive, this will keep women active at any age.
Sustainability	Catchball is not an expensive sport, as all the volleyball equipment and balls are used. It is also a state of mind, women that prefer a social sport activity rather than going to gym or running in solitude.
Replicability and/or up-scaling	Both replicability and upscaling are reasonable easy to be done, if the new sport is integrated in the existing volleyball structures and promoted through the sport clubs.
Conclusion	In Mexico, there is an age group of 75+, where there are 8-9 teams present every year! Also, for school kids catchball is very popular, as it takes 15 minutes to learn the game and it is all based on basic movement like catching and throwing.
Contact details	Radu.radulescu@corporate-games.ro
URL of the practice	https://www.icf-sport.com/playcatchball
Related Web site(s)	https://www.icf-sport.com/playcatchball
Related resources that have been developed	Catchball rules and regulation are translated in 10 languages on the ICF website



BEST PRACTICE - No 16

SPORTING EVENT FOR CHILDREN FROM VULNERABLE (RISKS) GROUPS FROM SMALL REGIONS “ ... BECAUSE COMMUNICATION IS NICE”	
2010 – 2020 (the event take places every year the last Friday in May)	Coordinator: Lithuanian Sports University (LSU) Partners: 22 secondary schools communities from small regions of Lithuania
Element	Guiding questions
Type of document	The website, Summary report – PDF Document, guide of good practice
Target audience	School children, PE teachers, Social educators, PE students, practitioners
Objective	The general point of event is sporting event which combines sport with other essential values in daily life: equality, teamwork, communication, integration, solidarity, learning, culture and the most important point - fun.
Location /geographical coverage	The main event every year is organized in Kaunas, at LSU campus, and participants of event shared good practice with the secondary schools’ communities from 22 small regions of Lithuania. For example: Ežerėlis, Babtai, Vilkija, Garliava, Čekiškė, Kulautuva and other.
Introduction	<p>The purpose of the sporting event is to bring closer communication, openness to children from different small regions. The sport is a point to have good time together, to learn team building, creative solutions, new techniques or elements from different sports.</p> <p>120 boys and girls (13-14 years old) from vulnerable groups (the number of children participating each year has grown steadily, from 60 in 2010 to over 110 - in the 2019 year) participate in this event every year. 4-6 adolescents participate from every school, they are mixed into four teams and participate in different physical activities for four hours. Every one hour they have a different kind of sport, for example, the first team have activities in the swimming pool, the second - military practice, third - street dance, fourth - wrestling lesson. After one hour the teams change their activities.</p> <p>After all activities participants - children, teachers, university students, organizer share experiences and thoughts about the event. After that all together have lunch time.</p> <p>Every year PE teachers ant social educators have the instruction from organizer, for example: to invite children who live in underprivileged</p>

	<p>areas, who have problems with communication, aggression, bullying and other problems. The organizer every year changes the sports activities. All sports activities are led by LSU students. It is a very good practice for students how to communicate with children having different behaviours.</p>
	<p>The most important aim of this event is to convey a message to each child that sport /physical activity could be a very good possibility to have fun, to find like-minded, to gain new experience, to understand that together it is possible to do more.</p>
Stakeholders and Partners	<p>Beneficiaries: Children, teachers, university students. Stakeholders: Secondary school from small regions, regional education department.</p>
Methodological Approach	<p>The methodological approach used by all the participants are:</p> <ul style="list-style-type: none"> • Promotion of different sport activities • Development of social skills • To bring openness and willingness for sports activities. • To improve PE teachers, Social educators, university students' communication skills through PE techniques with vulnerable children.
Validation	<p>The sports events for all participating were successful and fostered children activities at schools through PE lessons, encourage vulnerable children to participate in school community's life, to raise awareness about fair-play, respect for others, solidarity.</p>
Impact	<p>The sporting events helped to strengthen vulnerable children' motivation to physical activities and participate in schools' communities' social life. Children began to attend classes more actively, to achieve better academic results, and decreased their behavioural problems (from Social Educators interview).</p>
Innovation	<p><i>"...because communication is nice"</i> through a wide range of sports activities, promotes the social integration of children aged 13 to 14.</p>
Success Factors	<p>The cooperation between Lithuanian Sport University, the regional education department, the regionals schools. The provision of sports facilities from LSU for the organizations of sports activities. Participation in sports activities of different individuals in terms of gender, behavioural, ethnic, social status.</p>
Constraints	<p>No obstacles or problems have been observed in the implementation of the sport activities.</p>
Lessons learned	<p>Social inclusion - promoting positive behaviours to children through different sporting activities.</p>
Sustainability	<p>The elements need to be put into place for the sporting programme to be institutionally, socially, economically and environmentally sustainable are:</p> <ul style="list-style-type: none"> - sending newsletters to local and to small regional education departments and regional schools. - composing good practice material in document and share with stakeholders. -inviting participants to share with good emotions through mass media.



	<ul style="list-style-type: none"> -inviting more students from different study programmes as volunteers to organize sporting activities. -inviting more sport federations to contribute with human resources. -inviting regional municipality to contribute to finance (for example: awards, lunch).
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Replicability and/or up-scaling	The "because communication is nice" sporting programme can be easily replicated, enlarged and multiplied, because this event does not require special resources. The conditions that should be met: good ideas about new modifications of physical activities to improve positive inclusion of vulnerable children, volunteers, indoor and outdoor sport facilities adapted for 100-150 participants, attention of local municipalities.
Conclusion	Many kind of sporting activities such as swimming, dance, shooting gymnastics, parkour, fun physical games for group workout can be used as a means of social integration and improving the quality of life of vulnerable children, such as a storytelling showing the benefit of the good practice: <i>"Because communication is nice" is a professional activity for students and professionals. Students are able to perform activities perfectly and competently. The activities are very interesting. Students get acquainted with various sports (about which they have not even heard), try them themselves. The atmosphere is very warm during this event. Children meet students from other schools, participate in joint activities, promote communion, give positive emotions. Students change the environment while attending high school, which gives pride and reinforcement and motivation to study at university. We look forward to this event yearly, because the organizers are able to surprise, to awake interest in various activities, which meets the expectations of teenagers, provides experiences and positive emotions".</i>
Contact details	<p>Lithuanian Sport University Sporto str.6 www.lsu.lt</p> <p>Lithuania: Aida Gaizauskiene at aida.gaizauskiene@lsu.lt</p>
URL of the practice	-
Related Web site(s)	-
Related resources that have been developed	-



BEST PRACTICE - No 17

BUILD OPPORTUNITIES FOR NOURISHMENTS BY DOING SPORTS (BONDS)	
01-01-2018 – 31-12-2018	<p><u>Coordinator:</u> ASOCIATIA SE POATE</p> <p><u>Partners:</u> TREND-PRIMA, ZAVOD ZA RAZISKAVE IN RAZVOJ ZNANJA, MARIBOR ASSOCIAZIONE SPORTIVA DILETTANTISTICA MARGHERITA SPORT E VITA LIETUVOS SPORTO UNIVERSITETAS</p>
Element	Guiding questions
Type of document (optional)	The website, e-learning platform, guide of good practice
Target audience	Practitioners, policy-makers, vulnerable groups, civil organizations.
Objective	The general objective of BONDS project is to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all. In this sense, the project aims to foster active citizenship together with social inclusion and equality through sport and physical activities for creating a healthy lifestyle in according to European strategic documents.
Location /geographical coverage	Romania, Italy, Lithuania, Slovenia
Introduction	The purpose of the Guide of Good Practices is to bring closer cultures, openness and willingness for sport representing four partner countries. The highlight of the project is the fact that everybody, regardless of age, shape, size and ability needs to



	<p>become more active every day. Being active every day can be achieved by making activity part of our daily lives: taking the opportunity for short trips on foot, by bicycle, as well as doing whatever exercise, dance, leisure or sport we enjoy to reach the government recommendations. In the early years of life, active play is a fundamental part of physical, social and emotional development. As children grow, being active builds the foundation for an active life. It is also presenting 5 different categories of coaching trainings developed by Lithuanian Sports University : partner exercises, circuit training, ball exercises, instant activity, coordination – agility. The aim is to want to inspire a new way in perceiving sports through walking tours. Possible walking tours/biking tours of the city proposals for tourism are published in Good Practice Guide. Walking tours will become common practices for people participating in exchanges with the participating NGO’s.</p>
<p>Stakeholders and Partners</p>	<p><u>Beneficiaries:</u> Project team and volunteers, students, school children, vulnerable groups, anyone interested in physical activity</p> <p><u>Stakeholders:</u> Tourism departments, civil organizations, youth from vulnerable groups, NGO’s, professionals, decision makers, external stakeholders.</p>
<p>Methodological Approach</p>	<p>Two surveys have been conducted:</p> <ul style="list-style-type: none"> - The first survey, conducted before the development of the BONDS events in each country and the second survey conducted in BONDS events aimed to identify the rate participating in leisure-time physical activity, patterns in the daily physical activity of the respondents, and nourishment information, in order to improve the knowledge of stakeholders on health, culture, and active citizenship. - The two questionnaires used for these surveys: Sport & Physical Activity Student Questionnaire of Thanet College²; the Weight and Lifestyle Management Questionnaire of Toronto Health and Wellness Centre from Canada³; Nutrition Questionnaire - NCMC Adult Weight Management⁴; Sports Participation Questionnaire⁵. In order to better substantiate the results, the body mass index (BMI) was used in analysing the surveys’ results in order to determine the health status in terms of weight for the respondents.



Validation	The sports events for all participating partners were successful and fostered active citizenship through encouragement of participation in collective sports, physical activity and volunteering activity among citizens of all ages in all sort of environments, in order to raise awareness about fair-play, respect for others, solidarity, active citizenship, and nourishment for health.
Impact	A series of international sport and physical activities have been organized in order to raise awareness regarding the capacity of practicing sports in all sort of environments. It enhanced multicultural partnership suitable for building atmosphere to promote physical activities among people of different ages.
Innovation	The project can become a model in building a multicultural partnership suitable for building European conditions that promote physical activities among people of all age bands.
Success Factors	<p><u>Institutional:</u> Multicultural cooperation and exchange of good practice among partner institutions, experience for students in organizing sport events.</p> <p><u>Economic:</u> Funded by EU funds and local government.</p> <p><u>Social:</u> The participation in collective sports and physical activity fostered and encouraged active citizenship, volunteering activity among citizens as well as raised awareness about fair-play, respect for others, solidarity, and nourishment for health.</p> <p><u>Environmental:</u> The good practice built European conditions for multicultural partnership, promoted physical activity and integrated students to foster social inclusion of citizens of different age groups.</p>
Constraints	The challenge of good practice was that many believed that the physical and sport activities improve the lifestyle by: increasing the inclusion and the interpersonal relationships, boosting the physical and mental health, adding more energy, firming the heart, strengthening the muscles, reducing weight, improving quality of sleep, preventing diseases and increasing the immunity, boosting the work productivity, diversifying the leisure activities, improving self-confidence and the mood, becoming happier, and reliving the emotions gathered throughout a day, becoming more calm, less




	<p>stressful and more relaxed, improving digestion, having better posture, becoming more physically resilient, increasing motivation and confidence, improving focus, developing the social relationships. While introducing different types of walking, running, jumping, cycling, basketball, jumping rope, games with the balls, games for coordination, games in pairs, exercising in the park, Nordic walking and cycling, oina (Romanian traditional game), throwing and passing from one to the other different types of balls, running through cones, ankle play, circle playing, x and O, ball to the captain, the ladder, hopscotch, relay, foot tennis and the donkey with the hand participants; ABS exercises, flexibility exercises, new exercises for the entire body, hand exercises, exercises for the abdomen and legs, group exercises for the elderly, exercises for couples. It seemed like there is a high interest in sports and physical activities where nourishment and health is also integrated into the events.</p>
Lessons learned	<p>It was a great success as series of international sport and physical activities, different exercising and games have been organized in all partner countries in order to raise awareness regarding the capacity of practicing sports in all sort of environments. Also it was noted during the survey that a lack of suitable or accessible sport infrastructure was not seen as a problem in the vast majority of the EU partners.</p>
Sustainability	<p>This good practice study aims to attract different decision and policy makers from the field of sport and health in order to understand better some challenges in the fields.</p>
Replicability and/or up-scaling	<p>The BONDS project can be easily replicated, enlarged and multiplied; in that it can become a model in building a multicultural partnership suitable for building European conditions that promote physical activities among people of all age bands.</p>
Conclusion	<p>The BONDS project aimed to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all as well as fostered active citizenship together with social inclusion and equality through sport and physical activities for creating a healthy lifestyle in according to European strategic documents.</p>
Contact details	<p>Project website: http://www.bondsport.eu/</p>
URL of the practice	<p>http://www.bondsport.eu/index.php/tools/guide-of-good-practices http://www.bondsport.eu/index.php/tools/surveys</p>



Related Web site(s)	-
Related resources that have been developed	http://www.bondsport.eu/index.php/media-ev/events http://www.bondsport.eu/index.php/media-ev/photo-exposition

BEST PRACTICE - No 18

PROMOTING PHYSICAL ACTIVITY AMONG CHILDREN AND YOUTH IN DISADVANTAGED SOUTH AUSTRALIAN CALD COMMUNITIES THROUGH ALTERNATIVE COMMUNITY SPORT OPPORTUNITIES	
Health Promotion Journal of Australia, 2016, 27, 105–110 Physical Activity http://dx.doi.org/10.1071/HE15092	Edoardo Rosso A,C and Richard McGrath B A Division of Health Sciences, Alliance for Research in Exercise, Nutrition and Activity (ARENA), University of South Australia, City East Campus, Frome Road, GPO Box 2471, Adelaide, SA 5001, Australia. B School of Health Sciences, University of South Australia, City East Campus, Frome Road, GPO Box 2471, Adelaide, SA 5001, Australia.
PDF document	 Promoting PA South Australian.pdf
Target audience	Conventional clubs, sport organizations, local councils, schools, community action groups, charities and migrant organisations.
Objective	A pilot project of a sport-based community development program in South Australia that aimed to empower disadvantaged culturally and linguistically diverse background (CALD) communities to engage in health promotion through sport.
Location /geographical coverage	Australia



Introduction	<p>Recently arrived migrants and refugees from a culturally and linguistically diverse background (CALD) may be particularly vulnerable to social exclusion. Participation in sport is endorsed as a vehicle to ease the resettlement process; however, in Australia, this is often thought as a simple matter of integration into existing sport structures (e.g. clubs). This approach fails to place actual community needs at the centre of sport engagement efforts.</p>
Stakeholders and Partners	<p>Stakeholders: Government agencies, state sport organisations, local councils, nongovernment organisations (NGOs) and a local university.</p> <p>Partners: representatives of the Australian Sports Commission, South Australian Office for Recreation and Sport, Football Federation South Australia, Adelaide United FC, Western Border Soccer Association, Amnesty International and the University of South Australia.</p>
Methodological Approach	<p>A consultation framework was established with South Australian CALD community leaders and organisations to scope needs for community-based alternatives to participation in traditional sport (e.g. clubs), co-design a suitable community sport program and pilot it in five communities. Interviews and questionnaire surveys were conducted with participants, community representatives, stakeholders and volunteers.</p> <p>The project was designed with community programs running on Saturdays (in the morning at one site and in the afternoon at another as negotiated with community leaders) and school programs on weekdays, either immediately after school (n = 2) or during school hours (n = 1). Each program was slightly different, reflecting the indications of community leaders. In Phase 1, the Playford program ran continuously for 4 months, while the others were shorter pilots: 13 weeks at PHHS and RMSC, 12 weeks at UHS and 6 weeks at Mount Gambier. The workshop themes and the design of sessions were underpinned by community development and informed by community needs as articulated by community leaders. Programs were monitored constantly, with stakeholders, volunteers and participants being able to negotiate any aspect of the project at any time of its implementation. Attendance and demographic data were collected through participant registration forms and attendance sheets compiled by trained site coordinators in collaboration with trained university staff. At the end of Phase 1, participants across all locations (n = 117) completed a formal qualitative questionnaire survey; and trained university staff conducted a set of semi-structured interviews with coaches, site coordinators and local stakeholders (n = 9) by. The questionnaires utilised a Likert scale to assess participants' level</p>

	<p>of enjoyment and gauge the overall experience of being involved in the program. Participating children completed the questionnaires in small groups, with guidance and brief instructions from the research team. The semi-structured interviews took ~20 min each. All interviews were conducted in English, in which interviewees were proficient. The questions were aimed at gathering qualitative information on: the experience of being involved with the program as a volunteer or stakeholder, what worked during implementation, how processes could be improved and any other issue concerning the program from the participants' point of view.</p>
<p>Validation</p>	<p>This project was approved by the Human Research Ethic Committee of the University of South Australia (approval number: 0000031685).</p> <p>Initial contacts were made with potential stakeholders and partners. Its role was primarily to define broad program objectives, identify target communities and facilitate networks with local stakeholders. This led to the identification of five communities, both in urban Adelaide (n = 4) and the regional town of Mount Gambier (n = 1), ~450 km south-east of Adelaide, and the formation of a dense web of local networks including local councils, schools, sport clubs, community action groups, charities and migrant organisations. Through these networks, a community champion was selected in each location. In collaboration with university staff, local leaders and local stakeholders, five location-specific programs were designed for children and youth who did not participate in other forms of organised sport for reasons including psycho-social, cultural and economic. These comprised community programs (n = 2) and school programs (n = 3), which included both in-school and afterschool schedules. Target cohorts of participants were identified by key local stakeholders (e.g. a local refugee organisation) in close partnership with the local leaders. All programs were based on a schedule comprising one soccer session per week and a series of special events, including both community- building activities (e.g. themed mini-tournaments with invited guests, community barbecues and formal gala days) and brief, low- cost, sport-related health promotion workshops. The project took place in two phases. Programs were run a first time (Phase 1) and evaluated by trained university staff in collaboration with stakeholders; they were then re-run in the light of the evaluation (Phase 2). In line with PAR, which emphasises cycles of action and reflection in which participants have a vested interest in the research and actively participate in the research</p>



	process, 17 this methodology aimed to empower CALD community leaders to become part of the solution to the issues faced by their communities by working side by side with academic researchers.
Impact	Regular, free soccer activities engaged 263 young people from a great variety of nationalities, including over 50% refugees, in secondary state school and community-based sites. Participants came from a great variety of places including Australia, Africa, South America, Europe and Asia. Over 60% were aged 9–16, nearly 40% were females and over 50% were refugees, mainly from Africa but also from the Middle East and South East Asia.
Innovation	The project received significant publicity; it featured in several local newspapers and radio programs and won three community engagement awards.
Success Factors	This program was successful in engaging a significant number of participants (n = 263), including a great proportion of youth from a CALD background. Participant survey data show strong satisfaction with the programs.
Constraints	Challenges: nevertheless, despite the care taken in rendering the PAR process as democratic as possible, researches acknowledge that working with community members poses issues of power inequalities and potential coercion with recruitment (especially children); particular difficulties in engaging young females from a diverse cultural and religious background; some difficulties in maintaining effective communication and a desirable balance of power among the various project partners; inadequate number of volunteers present on site (e.g. difficulties emerged when volunteer numbers were depleted); the sudden need for alternative activity plans due to unexpected changes in circumstance; keeping participants focused and motivated throughout all activities.
Lessons learned	Alternative approaches can extend the health benefits of sport participation to disadvantaged children and youth who are excluded from traditional sport participation opportunities.
Sustainability	The majority of participants would recommend the program to others and join the program again.
Replicability and/or up-scaling	Program evaluation indicated overall strong satisfaction with its design, but also highlighted challenges that should be considered for future implementations.
Conclusion	Alternative community sport programs can provide a basic but valuable forum to promote physical activity and associated well-being in CALD and refugee communities.
Contact details	Corresponding author. Email: edoardo.rosso@unisa.edu.au



URL of the practice	http://dx.doi.org/10.1071/HE15092
Related Web site(s)	
Related resources that have been developed	

BEST PRACTICE - No 19

Fußball-Mini-Schülerliga (Football Mini Pupils League)	
1994 until now	Mario Mazakarini + Wolfgang Scheiblauner
Element	Guiding questions
Football tournament for primary schools + website	The aim of this football tournament for primary schools and children aged from 6-10 is to offer a low level offer for a sport competition. Children who do not play football in a club or even never played football before can participate if their school registers with one or more teams (2 age groups for each boys + girls; meanwhile additional competition for children playing in football clubs). Another emphasis of the organisers is to encourage primary schools with a high percentage of children with migrant background to participate.
Target audience	Primary schools, boys and girls (6-10 years), teachers and leisure teachers
Objective	Promotion of football among primary school children, team building and team work
Location /geographical coverage	Vienna/Austria
Introduction	Both organisers have a football background and wanted to create a school sport event that has playing football in primary schools in the centre of the project idea. The football sessions are led by teachers during the lessons time. Ideally, the children are not only becoming interested in playing football but are motivated to join football clubs, given that they show talent, ability and ambition.

	<p>From the beginning awareness raising for fairplay, diversity and on the other hand discrimination and racism was an integral part of the objectives and programme.</p> <p>A main aspect is the teaching of health and security which are central issues at every sports event of primary school age. Football is known to be a very dynamic "contact sport". In the months preparing and leading up to the tournament, children therefore practise new movement patterns, such as falling correctly, handling balls (throwing, catching, passing, shooting ...) or the various types of running. In this way the coaches try to minimize the risk of injury in advance.</p> <p>The young players should grasp the sport of football in all its essence. After all, it is not only about winning, but also about becoming a team and achieving a common goal.</p>
<p>Stakeholders and Partners</p>	<p>The "Fußball-Mini-Schülerliga" started in 1994 and is organised by two teachers, it then became possibly through cooperation with the City School Board of Vienna, the Viennese Football Association and "Bewegung findet statt" ("Movement is happening"), an initiative by the City of Vienna that promotes active participation and practising of sport, who are both still stakeholders and partners. It is also backed by the Austrian Ministry for Sport.</p> <p>The primary beneficiaries are the children who benefit from physical education and the football training in the schools and as a side effect from the team building when the football teams are formed of children from different classes. And as the finals are every year played in the national stadium this is a highly emotional moment for the children playing in front of their school mates and parents on the same pitch as the Austrian national team does.</p> <p>Also the schools benefit from the participation because it is not only a single day event but starts with the registration in Autumn, inviting and selecting the children for the teams, integrating training sessions in the education and playing the qualification matches until spring.</p> <p>A long-term partner is the AUVA (Allgemeine Unfall-Versicherungsanstalt), a big Austrian insurance institution that runs also hospitals and recreation facilities and much more. The aim of having such a partner was to integrate the topic health and the prevention of accidents.</p> <p>The fairplay initiative for diversity and against discrimination is another long-term partner to emphasize the importance anti-racism and anti-discrimination in football.</p>
<p>Methodological Approach</p>	<p>After the first years of finding the best way to organise a football school tournament for young children with an increasing number of participating schools the organisers developed a methodology that is defined in different phases:</p> <ol style="list-style-type: none"> 1. Registration phase: from school start in September to mid of October → the schools are registering one or more teams for the different competitions

	<ol style="list-style-type: none"> 2. Briefing phase: October → the responsible teachers are provided with an information pack on the basic rules and objectives, on the selection criteria for the players of the different teams (age, gender, club or non-club player), behaviour of the teacher + coaches + children 3. Selection phase: October/November → process of inviting the children to join the school's teams, selection of the children for the teams 4. Training + team building phase: October/November → the teachers start with the training sessions, basic training of football skills (as some children never played football before), process of building a team of children from different classes, facilitation of the objectives and values of the "Fußball-Mini-Schülerliga". 5. Preparation phase: November-March → intense training phase, advance skill training, preparation for qualification matches, definition of roles and playing positions 6. Match phase: March-May → qualification matches at different sport facilities and amateur clubs in Vienna 7. Final phase: May/June → Final matches in the national stadium, the Ernst-Happel-Stadium, in Vienna for the best two team of each competition. The teams are accompanied by their class mates, often the whole schools, their parents and relatives. A speaker announces the teams and the goal scorers and leads through the prize giving ceremonies.
<p>Validation</p>	<p>1999 personal awards for Wolfgang Scheiblauer and Mario Mazakarini as "Teacher of the Year" 2005 awarded as Austrias best football youth project</p> <p>The validation goes along detailed statistics of the competitions and the ongoing increase of participation schools, teams and children. Furthermore, after each season the organisers get individual overwhelming and positive feedback from teachers and the children. Also the increasing numbers of participating schools, teams and children shows the successful organisation of the event. 1994 30 teams played in the "Fußball-Mini-Schülerliga", 2019 100 teams with more than 1.500 players had been registered.</p>
<p>Impact</p>	<p>The "Fußball-Mini-Schülerliga" is the school sport event for primary schools that offers the most time of guided sporting and movement lessons. No other school sport event for this age groups offers such an ongoing opportunity for sport practise and exercise and movement due to the integration in the everyday school life. The success is visible in the increasing number of registrations, 2019 more than 1.500 children had been registered by the participating schools. And each year an approximated percentage of 5-10% of the children start with trainings at regular football clubs.</p>



Innovation	<p>In 1994, there was no school sport event for primary schools in Austria. It existed only a nationwide football competition for boys under 12 years. It appeared that most of the youth players in the school teams were and are already playing in the youth teams of football clubs (incl. Bundesliga clubs).</p> <p>And still, the “Fußball-Mini-Schülerliga” is the only sport event in a big Austrian city or county for primary schools. In other Austrian cities or countries only smaller competitions and one- or two-day-events are organised.</p> <p>From the beginning one of the main objectives is the promotion of football and the support for children who are not active in a regular club.</p>
Success Factors	<ul style="list-style-type: none"> - streamlined + sophisticated organisation - straight timeline - enthusiasm of the children + pedagogues - recognition as school event by the City School Board of Vienna - the announcement of the six competitions takes place via the Vienna City School Board and promotes the registration via the website miniliga.at - high-profile location for the finals (since 2001 in the Austrian national stadium)
Constraints	<p>In the first years there were only several decentralised football grounds available for the qualification matches. This had been improved with support of a local amateur club, KSV Ankerbrot, that offered and opened its ground for all pre-final matches. Meanwhile the Viennese Football Association opened a second football ground in Hirschstetten for the pre-final matches of the girls’ teams.</p> <p>The search for key supporting partners and sponsors is still very hard. This doesn’t make it easy to hold the established level limits improvements.</p>
Lessons learned	<p>The key messages of the organisers are:</p> <ul style="list-style-type: none"> - provide a checklist for the pedagogues so that they are able to evaluate if their school has the organisational capacity to participate - an adaption of the everyday school life is necessary
Sustainability	<ul style="list-style-type: none"> - establish a continuous communication with and support for the schools and responsible pedagogues - get the institutional support of the City School Board - support of long-term partners, sponsors + stakeholders
Replicability and/or up-scaling	<p>Out of the “Fußball-Mini-Schülerliga” participating schools and teachers developed their own small events and projects:</p>

	<ul style="list-style-type: none"> - In the run-up of the UEFA EURO 2008 in Austria the “Fußball-Mini-Schülerliga” cooperated with an arts project called “Fair Kids in Progress. Children participating in the Mililiga had been invited to deal with the topic fairplay in drawings, stories or interviews. The best works had been presented in an exhibition and during the final matches. - since 2012 a retired teacher organises a big indoor tournament from December to January. - since 2007 the GTVS Aspernaltee joins the Europeanwide “Football People” action weeks against discrimination with a six-school-tournament, involving mainly schools with a high percentage of children with a migrant background.
Conclusion	<p>Over 20 years of the “Fußball-Mini-Schülerliga” show the necessity of such a school sport event for primary schools that happens not only on one or two days but last throughout the whole school year.</p> <p>And if you recognise that children who appeared in the final matches in the national Ernst-Happel-Stadium play in front of thousands of fans in the same stadium for the Austrian national teams, like David Alaba (FC Bayern Munich) or Marko Arnautovic (Shanghai SIPG) this makes you a little bit proud.</p> <p>Mario Mazakarini says: “When I first saw David Alaba playing at the finals for his school team, he looked somehow clumsy, wearing shoes that were too large. But his shots were already then very strong, and a few years later he played for Austria Vienna in the Bundesliga, then in the national team and Bayern Munich. But what fills me most with pride is the joy and enthusiasm and skills improvement of the kids.”</p>
Contact details	<p>Mario Mazakarini mario@miniliga.at</p>
URL of the practice	<p>www.miniliga.at</p>
Related Web site(s)	<p>GTVS Aspernaltee: http://www.aspernaltee.at/galleryWeb APA original text service: https://www.ots.at/t/fu%C3%9Fball-mini-sch%C3%BClerliga</p> <p>Perspektive. Zeitung des Zentralvereins der Wiener LehrerInnen: http://docplayer.org/76721879-Fussball-mini-schuelerliga.html</p>
Related resources that have been developed	<p>On the website the rules are provided for download and the recent magazine of the final event.</p> <p>Photo galleries from 2001 on are also available for download.</p> <p>For funding applications and sponsorship requests a project description exists.</p> <p>The organisers developed a detailed statistical information and overview that is updated continuously.</p>



BEST PRACTICE - No 20

<i>Kick mit</i>	
February 2020	<i>kick mit</i> Österreich Vienna, Austria Departments in Lower Austria, Salzburg, Vorarlberg
Element	Guiding questions
Type of document	Sport and empowerment project
Target audience	girls between 6 and 16 years of age (in schools) and young women between 16 and 21 years of age (as coaches and assistants)
Objective	The primary goal is to get girls moving through ball sports and to arouse a lasting interest in sport and exercise through positive experiences. The participating girls receive positive impulses, gain self-confidence and experience themselves in new role models. In addition, young women can get a taste of the work of the coaches and develop new perspectives through targeted training and further education.
Location /geographical coverage	Austria (Vienna, Lower Austria, Salzburg, Vorarlberg)
Introduction	<p>“From girls for girls” is the slogan of <i>kick mit Österreich</i> that is a strong football project for girls and young women. “Football is a girl's game”, they say on their website. Coupled with education, the main approach is movement, integration, recognition, participation, sustainable development and empowerment. This programme creates a barrier-free platform for playing football and has the opportunity to inspire every girl to participate in the game by setting strong role models and giving girls the opportunity to play football. This, in turn, helps them to gain self-confidence and skills through sport.</p> <p>The project started in 2016 in Vienna and Salzburg, 2017 the city Lustenau in the county Vorarlberg followed. The newest location was founded in 2019 in the capital of Lower Austria in St. Pölten.</p>
Stakeholders and Partners	<p>girls and young women between 6 and 21 years of age, schools, football clubs</p> <p><i>kick mit</i> receives support from the following stakeholders and partners:</p> <ul style="list-style-type: none"> - Four different organisations have currently joined together under the umbrella of <i>kick mit</i> to form a development partnership. These institutional bodies and associations are: akzente Salzburg - Initiativen für junge Leute!, FC Lustenau, SFBK



	<p>gGmbH / Sport - Freizeit - Bildung – Kultur, Verein "be in Motion", Helga Keil-Bastendorf Gemeinnützige Stiftung</p> <ul style="list-style-type: none"> - The partners and funding organisations are: Austrian Football Association - ÖFB Social Football, Laureus Sport for Good Foundation, The SOL Foundation, Verein Ma hilft, HIL-Foundation, City of Salzburg, SKN St. Pölten Frauen, Kicking Girls Deutschland
<p>Methodological Approach</p>	<p>In four steps the young girls are to be involved in football:</p> <ul style="list-style-type: none"> - Girls take part in school football workshops (under 16 years) - Girls find a soccer club (under 16 years) - Young women actively work as assistant coaches with (16-21 years) - Young women complete a training course for trainers with a focus on social education (16-21 years) - development of two causal loop models that consists of for the target groups under 16 years and over 16 years
<p>Validation</p>	<p><i>kick mit</i> received two awards that acknowledge the innovative aspect and the successful approach: Österreichischer Integrationspreis 2016 (Austrian Integration Award) UEFA Foundation for Children Award 2018</p> <p>Validation through causal loop models and numbers of reached and involved girls and young women that are published in the annual reports.</p> <p>High level support and involvement in events of Austrian national team players like captain Viktoria Schnaderbeck, Manuela Zinsberger, Lisa Makas, Jenny Klein, Jasmin Eder and assistant coach Irene Fuhrmann. Furthermore, Olympic Snowboard gold medal winner Olympiasiegerin Julia Dujmovits supports <i>kick mit</i>.</p>
<p>Impact</p>	<p>In Austria there are currently “Kick mit” locations in Vienna, Salzburg, St. Pölten and Vorarlberg, and now the initiative is to be expanded nationwide. In 2019, more than 600 children aged 6 to 15 years and around 30 young people aged 16 to 21 years were looked after in the project every week. Around 2,000 girls and young women take part in <i>kick mit</i> events every school year.</p> <p>In addition, young women can get a feeling for the work of trainers and gain new perspectives through targeted training and further education.</p> <p>A first visible impact was that soon after the project began the amateur football club FC Lustenau contacted <i>kick mit</i> with the intention not only to support but to start 2017 a regional project with schools. Already after the first year they registered a U17 girls league team that won the championship in the same season.</p>



	<p>1% of all U16 girls registered in a football club.</p> <p>Almost all the schools that once took part are still offering <i>kick mit</i>.</p>
<p>Innovation</p>	<p><i>kick mit</i> is a free, low-threshold offer for schools and girls, that happens directly in the schools as a school-related or even official school offer, as part of the movement lesson or non-binding exercise.</p> <p>Additionally, another innovative element is the qualification of trainers who want to become active in sports and psychosocial work in the field of football in the future. The participants gain practical and theoretical skills in the field of football, as well as a comprehensive introduction to psychosocial aspects in the field of children and youth, coaching and training planning.</p>
<p>Success Factors</p>	<p>The majority of the coaches play or have played football, all of them take part in further training, which was developed together with the Austrian football association ÖFB. The "Trainers with a social education focus" course lasts one weekend and is generally open for everyone.</p> <p>Austrian national team players are important role models and act as testimonials.</p> <p>Backing of the Austrian football association ÖFB.</p>
<p>Constraints</p>	<p>It is not easy in Austria to reach and to become an official school offer or a school-related course.</p> <p>The availability of gym halls is very limited.</p> <p>The transition to football clubs and youth teams is another constraint. In the schools the girls have a safe and familiar place and space that they are leaving when they make the step to join a club. There, often men are the coaches, in some regions there are no clubs that have girls' teams, and the costs for playing in a club are sometimes a hindering factor for the families. This works well where a local football club is a strong partner, like FC Lustenau.</p>
<p>Lessons learned</p>	<ul style="list-style-type: none"> - Trial training days are a tool to motivate girls to join <i>kick mit</i> or later football clubs. - In new participating schools, a polio-ball specific approach is necessary to take the fear, throwing, dribbling, catching, use of hands and feet. In a further step, more specific football training can be exercised. - Transition to club football is easier if a club is a cooperation partner. - Girls also want to compete with others more and more, and to in tournaments with their <i>kick mit</i> teams.

Sustainability	<p>The project <i>kick mit</i> is organised as a non-profit and charitable association. All processes are coordinated by a joint project management in consultation with the lead partners. Locally, each partner is responsible for the operative implementation of the <i>kick mit</i> programme within the framework of defined quality standards.</p> <p>Four different organisations have currently joined together under the umbrella of <i>kick mit</i> to form a development partnership. The goal of this partnership is to bring together regional, project-related and intercultural know-how in four fields of competence (education, training, youth work, association). In this way, a sustainable effect is achieved both in the individual projects and in terms of overall social development. The involvement of all local stakeholders, as well as supra-regional partners, the authorities, the private sector and civil society, enables broad-based development.</p>
Replicability and/or up-scaling	<p>In Austria there are currently <i>kick mit</i> locations in Vienna, Salzburg, then Vorarlberg and St. Pölten, and now the initiative is to be expanded nationwide.</p> <p>The role models for <i>kick mit Österreich</i> is the German project Kicking Girls that exists in already four countries. <i>kick mit Österreich</i> adapted the methodological approach with a strong education part. Kicking Girls is more focused on competition and participation in tournaments than the Austrian project. For <i>kick mit Österreich</i> the fun and joy with the movement and playing with balls are most important.</p>
Conclusion	<p>Through positive experiences, <i>kick mit</i> awakens a lasting interest in sports and exercise. Special emphasis is placed on girls with a migration background and economic or social disadvantage. The participating girls and young women receive positive impulses, gain self-confidence and experience themselves in new role models.</p> <p>Austrian national team captain Viktoria Schnaderbeck said at one of the events: „Today was a successful event with a lot of fun, but also ambition among the girls. Football connects people. The social idea is important, you learn to act as a team. If you are successful, it strengthens your self-confidence. You could see that in the girls today.”</p> <p>ÖFB international Lisa Makas said: „I like to be there again and again because you can see that the girls have so much fun and that's exactly what's important - to keep the fun in the sport. I also believe that it is important for children to be in a community because you can certainly use that for later. I will gladly support the project in the future, and I am looking forward to the next events.”</p>
Contact details	<p>Project coordination Marlies Tichy, Eva Maria Klein E-Mail: office@kickmit.at</p>



URL of the practice	www.kickmit.at
Related Web site(s)	www.facebook.com/kickmit.at www.instagram.com/kickmit/
Related resources that have been developed	Youtube channel "Bleib am Ball" ("stay on the ball"): https://www.youtube.com/playlist?list=PLytqC2cKcoTTIG0WOY_VnwCUxHDzIWVA0 <i>kick mit</i> Video: https://www.youtube.com/watch?v=N5OxGT5entc Coaching books for training courses and education of coaches Info folder Annual reports



BEST PRACTICES – SOCIAL INCLUSION, EQUAL OPPORTUNITIES VIA SPORTS

BEST PRACTICE - No 21

Sport for Intercultural Dialogue Project	
January 2017-December 2018	Authors <ul style="list-style-type: none"> ● Asinitas Onlus – Italy ● Dacorum Council for Voluntary Service – UK ● Centre for Advancement of Research and Development in Education (CARDET) – Cyprus ● Learning Center for Youth (LCYouth) – Cyprus ● 100% Aventura – Associação de Desporto e Natureza – Portugal ● Sport Club Integra – Bulgaria ● Perspectives – Belgium ● Fundación Red Deporte Y Cooperación – Spain
Element	Guiding questions
Type of document (optional)	Handbook - PDF document
Target audience	School leaders, school staff, professionals, youth, adults, migrants, refugees, asylum seekers.
Objective	The primary aims/objectives of the project are: <ul style="list-style-type: none"> ● to create awareness-raising activities for amateur athletes, coaches, trainers, and educators who work in the fields of sports connected with solidarity and social inclusion; ● to share best practices of integration, inclusion, socialisation through sport within EU; ● to create Open Educational Resources on how sports can support social inclusion; ● to make connections between migrants and asylum seekers and local community through sports.
Location /geographical coverage	<ol style="list-style-type: none"> 1. Italy – Rome 2. UK - Hemel Hempstead 3. Cyprus – Nicosia 4. Portugal - Évora 5. Bulgaria – Sofia 6. Belgium – Flémalle

	7. Spain – Madrid
Introduction	<p><u>Description of the good practices (SPORT ID Handbook):</u></p> <p>A lot of material have been developed during the implementation of the project. Among other outcomes, the SPORT ID Handbook works as a useful tool and a good practice that orientates organisations’ activities towards sport for intercultural dialogue. According to this, the Handbook promotes also activities that took place in Cyprus, such as:</p> <ul style="list-style-type: none"> ● Guidelines on creating intercultural dialogue sports activities; ● a training of trainers module; ● other good examples, such as the “Sport stand with refugees” initiatives and the “Women and Sport” conference which was dedicated to refugee women, and helped many refugees in Cyprus to learn about Olympism, and to interact with the Cypriot sporting society; <p>The activities described in the Handbook can boost other local organisations and EU bodies to enhance these actions in a future stage and set the ground for better sporting societies.</p>
Stakeholders and Partners	<p><u>Beneficiaries:</u></p> <ul style="list-style-type: none"> ● refugees, asylum seekers, migrants, ethnic minorities, low socio-economic status people; ● refugee women; <p><u>Partners:</u></p> <p>The good practice was developed and implemented by Cypriot public and non-public institutions, such as the:</p> <ul style="list-style-type: none"> ● Centre for Advancement of Research and Development in Education (CARDET) – Cyprus; ● Learning Center for Youth (LCYouth) – Cyprus
Methodological Approach	<p>The methodological approach used within a European context, by all the members of the consortium are:</p> <ol style="list-style-type: none"> 1. Sharing of good practices and creating Open Educational Resources about how sports can support inclusion; 2. Use of non-formal education, active and co-operative learning and autobiographical techniques; 3. Promotion of sport activities like football, touch-rugby, marathon, cricket, and other sports and physical activities; 4. Promote intercultural dialogue through sport activities; 5. Creation of a training (Sport ID Training module) for trainers and for multipliers, addressed to educators, volunteers, workers in the sector and coaches on sports activities with migrants and refugees;

	<ol style="list-style-type: none"> 6. Web training course- a virtual and interactive learning environment was created allowing the learning content through a more playful and informal way; 7. The development of a Handbook, a manual downloaded from the platform, which includes the content and educational materials developed and transmitted during the training modules; 8. Creation of a permanent network between the project’s partnering organizations (Networking “Sport-ID Day”) and other organizations. The activities carried out: 9. Cultural activities to create awareness of the cultures of the countries of origin of migrants, as well as of the country hosting the vulnerable groups. <p>These methodologies were developed and used by all partners of the consortium. The project had two years’ duration, from January 2017 to December 2018.</p>
Validation	<p>All the methodologies and outputs developed are proof that the practice used within the local context addressed the target’s group needs successfully.</p>
Impact	<p>The impact of the good practice was the positive influence on the target’s group personal and social integration, through several sport activities. The involvement of public bodies, civil organisations, sport clubs, professionals or even teachers without previous experience in dealing with vulnerable groups, have improved, thought the activities and outputs developed, the beneficiaries’ livelihoods.</p> <p>Their involvement of beneficiaries and stakeholders in several sport activities, as well as training courses, the development of the partnering organisations’ network and the project’s platform are enhancing until today, the social inclusion of vulnerable groups, through sports.</p>
Innovation	<p>The SPORT ID Project created a process whereby sport and physical activities became tools to achieve the goal of intercultural dialogue, and where sports played the main social and educational role to vulnerable groups’ integration. According to this, there is a great necessity for the EU institutions to develop consistent policy and framework in this field, starting from the intercultural dialogue and non-formal education that work as innovative tools, as well as an open and respectful exchange of views between people from different cultures that lead to a deeper understanding of other’s global perception.</p> <p>Sports and physical activity are important and effective vehicles for improving health and well-being. Furthermore, sport is a tool to promote integration and combat discrimination and racism since sports are inherently based on participation and nonviolent values at their core. The primary aim of the project was to create awareness-raising activities for amateur athletes, coaches, trainers, educators who work</p>



	<p>in the particular fields of sports connected with solidarity and social inclusion, sharing good practices and creating Open Educational Resources about how sports can support social inclusion.</p>
Success Factors	<p><u>Institutional:</u></p> <p>Good cooperation between local institutions, public bodies active in the field of adult education, NGO's, civil organisations, school inspectorates and Ministry of Education, private companies active in CSR and sports, physical education teachers in schools and sport clubs.</p> <p><u>Economic:</u></p> <p>Funding from EU and local governmental and non-governmental institutions is considered the main significant factor for the implementation and promotion of sport activities and training programs.</p> <p><u>Social:</u></p> <p>Vulnerable populations are in need of multiple service supports. Institutional organisations, civil bodies, NGO's, policy-makers, school communities and sport clubs should cooperate and create a social and educational framework for the vulnerable groups' integration, through sports. Also, the local social factors influencing the vulnerable groups' need must be taken into consideration.</p>
Constraints	<p>The main challenges encountered in applying the good practice are:</p> <ul style="list-style-type: none"> ● amateur athletes, coaches, trainers, educators who work in the particular fields of sports lack in education regarding solidarity and social inclusion of vulnerable groups; ● to overcome discrimination towards vulnerable groups; ● to create an awareness framework and an intercultural dialogue in a local and European level; ● acknowledgement of the positive contribution sport makes to social integration, for ethnic minorities and immigrant communities.
Lessons learned	<p>Several factors are playing a major role for the implementation and promotion of social and educational integration of vulnerable groups, through sports:</p> <ul style="list-style-type: none"> ● methodologies and strategies used; ● to recognise their need and set up specific skills; ● to create a strong network; ● to create a sports activities framework and activities programs; ● to create and enhance communication.
Sustainability	<p>The project's sustainability is applicable through the website of the European Commission, the UNHCR website,, as well as through</p>



	<ul style="list-style-type: none"> • the SPORT ID Handbook, a useful tool to orientate organisations' activities towards sport for intercultural dialogue; • the links to the SPORT ID Network which could be used to contact and take inspiration from all the organisations joining the network across the EU or even become a member yourself;
Replicability and/or up-scaling	<p>The specific practice implemented in the local and European level by all member countries of the consortium and it can be re-adapted to a new context. The Cypriot institutions involved in the project can be contacted in order to enhance the promotion of these activities and methodologies within a new framework. Cyprus can use the local institutions' existing network and build on new cooperation, activities and actions related to the vulnerable groups' social integration.</p>
Conclusion	<p>The SPORTS ID partnership has created and tested a training module. Differences between European nations – such as different sport traditions, migration routes and approaches to informal education. The partnership developed a common set of practices and activities, with different teaching strategies, training structure and context. Each part of the training course focuses on specific aspects of the learning objectives and uses different materials and activities.</p>
Contact details	<ol style="list-style-type: none"> 1. <u>Onmic</u> www.onmic.it info@onmic.it 2. <u>Asinitas Onlus</u> www.asinitas.org contatti@asinitas.org 3. <u>Dacorum council for voluntary service</u> www.communityactiondacorum.org. EUprojects@communityactiondacorum.org.uk 4. <u>Centre for advancement of research and development in education (CARDET)</u> www.cardet.org info@cardet.org 5. <u>100% Aventura – Associação de desporto e natureza</u> www.facebook.com/associacao.aventura/ cem.aventura@gmail.com 6. <u>Perspectives</u> www.performat.be Jamal.Manad@performat.be 7. <u>Learning Center for youth (lcyouth)</u> www.lcyouthngo.org lcyouthngo@gmail.com 8. <u>Fundación red deporte y cooperación</u> www.redeporte.org rdc@redeporte.org 9. <u>Sport club integra</u> www.integra.bg



	a.moyanova@gmail.com
URL of the practice	Handbook https://ec.europa.eu/programmes/erasmus-plus/project-result-content/4c4315c6-017e-4738-b166-c45bbde66856/Sport%20ID%20Handbook%20EN.pdf
Related Web site(s)	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/579715-EPP-1-2016-2-IT-SPO-SCP https://www.unhcr.org/cy/2017/03/22/unhcr-cyprus-looks-forward-welcoming-tegla-louroupe/
Related resources that have been developed	https://ec.europa.eu/programmes/erasmus-plus/project-result-content/89cc2f5a-40e6-4ebd-976c-5a7e8e7c327a/SportID%20Good%20Practice%20Research.pdf




BEST PRACTICE - No 22

Pomežik soncu, Wink to the sun[®]	
Date January 1999	Avtorji Association of Friends of Youth of Slovenia
Element	Guiding questions
Document type (optional)	Factsheet
Target Audience	Good practice is devoted children from socially endangered families
Objectives	<p>The objectives of the humanitarian programme of the Sun Blinks[®] are:</p> <ul style="list-style-type: none"> - Provide as many children a completely free holiday, - The inclusive creation of groups prevents the social exclusion of children from socially endangered families (together children from different social background), - Children from socially endangered families, which are due to the financial distress of parents, not only disadvantaged, but are often reflected in their physical and psychological health, to enable 7 or 10 days of carefree, relaxing, creative and active holidays in the company of peers.
Location/Geographic Coverage	The program is carried out in the field of Slovenia, which counts about 30 organizers of resorts that are included in the ZPMS.
Introduction	<p>The main purpose of the “Wink to the Sun[®]” is the collection of funds for the holidays of children from socially endangered families. The Program started 1999 and has been running for 21 years. Activities for the implementation of the program are running all year round, starting with the preparation of the activity plan for the acquisition of sponsorship and donor funds. Most of the activities for fundraising takes place from April to July. In April we prepare an internal call for organizers of resorts. In the summer months holidays take place, and in April and November, professional training of pedagogical leaders are carried out. The evaluation of the implementation of the program is carried out in October when, on the basis of the reports of the organizers of the resorts, we prepare a final report on the holidays addressed by the National Committee for Leisure and Flight, later the management board ZPMS and finally adopted by the ZPMS assembly.</p> <p>Program of the holiday activities contains social skills, and sport is most common tool of delivery.</p>
Stakeholders and Partners	The target group of the program are children from socially endangered families. There are over 45,000 children living below the poverty threshold. Many families have no funds nor for basic survival, let alone for an appropriate holiday. The key feature of children from socially endangered families (between 6 and 15 years old) is that they take holidays with their peers from general public (self-paying), which are

	<p>taking holidays, according to the principle of inclusion so there's no distinction between children. Thus, our partners in the implementation of the members of the ZPMs, who, in cooperation with School advisory services, pediatricians and social work centres, are preparing proposals for holidays. Funds to implement the program are provided by collecting funds that involve larger donors and sponsors, public tenders, and also individuals.</p>
<p>Methodological approach</p>	<p>ZPMS has an extraordinary tradition in the field of child-holidays and has been performing for over 65 years. Our service providers have 15 resorts (10 by sea, 5 in the Hills – a total of 2,500 beds), specially built and arranged for the rest of the children. In 1998, the ZPMS survey was conducted. The findings showed that donors are willing to donate for the free holidays of children from socially endangered families. Therefore, in 1999 ZPMs a campaign of “Wink to the Sun”, was introduced and which encountered a major response. From then on, we’ve been doing it every year, and last year's action was 20. Anniversary. During this time, we updated the means of fundraising, introduced programme evaluations, identified eligibility rules, introduced education to educators and pedagogical leaders and set the conditions for the selection of organisers of resorts. Each year we prepare an internal call for organisers of resorts that can be run for funds collected by ZPMS for free holidays for children. Every year we interview all the children at the resorts – we ask them what they liked, what they would change, what they missed... , because we want children to spend an unforgettable holiday with us.</p>
<p>Validation</p>	<p>The interview/evaluation between educators, children and parents is carried out after each group. All opinions shall be taken into account for the further work or improvement of the programme. Also pedagogical leadership, educators and organizer of the Resorts prepare a joint evaluation of the program. For each organizer and/or contractor, there are bodies of the association that assess the execution of the program in full. The final evaluation of all-season resorts is carried out by the National Committee for Leisure and flight to ZPMS; This is included in the annual report on the work of ZPMS, adopted by the ZPMS assembly. The evaluation of all the involved shows the satisfaction of such an activity and the necessity of the resorts in the future.</p>
<p>Impact</p>	<p>The impact of the Wink to the Sun ® on children from socially endangered families is positive, since in the annual evaluation The children's responses are given to them that they liked to be too short and that they would also like to attend the next year. The aim of the programme is to contribute to the improvement of the health situation of children from socially endangered families and to mitigate the social distress of these families during the holiday season, which we also succeed during the year. In the evaluation of children, we do not distinguish by sex. The social status of children is assimilated to other children during the year, as they lie in the same groups, according to the principle of inclusion.</p>



Innovation	<p>Parents recognize the program as a traditional one. It presents them with the possibility to allow their children, despite the financial inability to pay for the holiday, to provide free vacations. Professionally, it is justified that the holiday for child development is an extremely important period. This is the time when children do what they look forward to, develop their talents, abilities and acquire important experiences in the sociability of peers. Especially this applies to children living in families in social distress. These children have on organized vacations not only adequate care, but also many incentives for activity, creativity and building their own positive self-image.</p>
Success factors	<p>The conditions which must be fulfilled for the implementation of the Wink of the Sun®:</p> <ul style="list-style-type: none"> - Successfully prepared and implemented the fundraising campaign, - An internal call for selection of organisers of resorts, - Education of pedagogical leaders at resorts, - Registration of children eligible for financing holiday, - The execution of program during the summer months, - Evaluation of the programme, - A report on the program.
Constraints	<p>As organizers and performers of the Wink to the Sun® We encounter a lack of financial resources for implementation, as the needs of children from socially endangered families are increasing every year. Only children who correspond to the criteria for the free holiday of children from socially endangered families can attend a complete free holiday. The organizers of the resorts at ZPMS also organise other types of resorts and activities, so that parents talk about other leisure opportunities.</p>
Lessons learnt	<p>With ZPMS, every year he wants to collect more donations and in this way send to a holiday more children. With the tradition, visibility and transparency of the programme, we have achieved through these years that donors, sponsors, co-Financers, partners and parents trust us. The holiday programs are upgraded annually and we ensure that the service providers are appropriately trained to make the children feel good at the resorts. The ongoing evaluation of the programme convinces us that the holiday is needed, as children are alleviating health indications and currently improving social status, children are also learning new skills at the resorts.</p>
Sustainability	
Replicability and/or up scaling	<p>Program Wink to the Sun® is a protected trademark of the Association of Friends of Youth of Slovenia and protection applies to the area of the Republike of Slovenia. Only members of THE ZPMS are invited to participate in the programme.</p>
Conclusion	<p>Program Wink to the Sun® is well recognized in society, since it has been successfully implemented for the 21st year. They are identified by donors and sponsors, known by the media, known by the parents, who</p>

	send children to the flight, and in the end, they also know the children who are working through the program.
Contact details	Breda Krašna, Secretary general of the ZPMS breda.krasna@zpms.si
URL of the practices	www.zpms.si
Related web Sites (s)	Good practice has been identified and replicated on the websites of our organisers of resorts, e.g. https://zpm-mb.si/humanitarnost/pomezik-soncu/ http://www.zpmvic.si/socialno-humanitarni-programi/ https://mdpm.si/zpms-tudi-letos-z-akcijo-pomezik-soncu-zbira-sredstva-za-letovanja-otrok/
Related resources that have been developed	Logotype program:  Posters of the program:

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BEST PRACTICE - No 23

MATCH	
Date: 2015 -2017	[Authors] CESIE, italy
Element	Guiding questions
Type of document (optional)	web
Target audience	Refugees, asylum seekers and young with migrant background, Local young people with disadvantaged background, Sport trainers, Youth workers
Objective	<p>To strengthen sports as a tool for social inclusion and to raise awareness about its potential</p> <p>To foster an increased participation of migrants and local young people in sport activities and to create a constructive dialogue between different social groups</p> <p>To train Youth workers and Sport Trainers to a better awareness and proper skills to use sport as a pedagogical tool to foster social inclusion of “vulnerable” target groups</p> <p>To offer learning opportunities (being coach) to sportive young people from local and migrant origins that would increase their level of social inclusion and their future job opportunities</p>
Location /geographical coverage	Italy, Spain, Bosnia, Bolgaria, Greece, Netherdland
Introduction	<p>Sport can represent a good factor for the inclusion of socially disadvantaged groups, marginalised people and people at risk of discrimination. Sport can be a truly powerful educational tool and a complement to what is done at the institutional level in promoting various values such as tolerance, solidarity, cooperation, and an intercultural vision of our societies. By bringing people, who do not usually interact, to know each other, to speak, to share a sense of belonging, sport can be really useful. It allows this people coming from different segments of the population to go over hate speeches they could hear around them and thus combat any form of prejudice, racism and xenophobia.</p> <p>The project aims to strengthen cooperation among operators in the social and sport sectors in order to mutually use the skills acquired in the educational and sport fields. These operators, following the international training course on using sport as a tool for social inclusion which took place in Palermo (Italy. With the support of sport, youth workers and partners organisations, youngsters involved put into practice the skills they acquired or strengthened in the several local activities taking place in the all the six countries involved (Italy, Bosnia</p>



	and Herzegovina, Bulgaria, Greece, Netherlands, Spain) which include: implementation of sports tournaments targeting youth, renovation of public spaces in favour of sport, organisation of Anti-racist Festivals etc.
Stakeholders and Partners	Refugees, asylum seekers and young with migrant background, Local young people with disadvantaged background, Sport trainers, Youth workers
Methodological Approach	Set of activities performed in partners countries: <ul style="list-style-type: none"> • international training course “inclusive sport • local training “coaching sport in social inclusion” • local sport and educational activities • jobshadowing & mediterraneo antirazzista • anti-racist festivals • Final conference • Manual Sport & Youth work
Validation	Confirmation by the beneficiaries that the practice addresses the needs properly. Has the good practice been validated with the stakeholders/final users? Provide a brief description of the good practice validation process.
Impact	<ul style="list-style-type: none"> • 24 Sport trainers trained on sport, non-formal education and social inclusion • 60 Young people with different background trained on sport coaching • 600 Young people involved in sport and educational activities • 6 Sport spots renovated • 800 People participated in Local anti-racist Festivals
Innovation	In what way has the good practice contributed to an innovation in the livelihoods of men and women?
Success Factors	The manual “Sport & Youth work – Bridging the gap for social inclusion” is one of the main result of MATCH project. This manual aims to raise awareness of the benefits of sports as a means of inclusion among youth workers and coaches.
Constraints	Cultural and linguistic differences among young people. Lack of funds and governmental support.
Lessons learned	MATCH acknowledges the educational role of sport-based interventions targeted at people with fewer opportunities such as refugees and asylum seekers, migrants and youngsters in disadvantaged areas. These target groups face a set of obstacles and life challenges that need be taken into consideration and addressed with specific tools in order to empower them. Studies have showed that physical activity improves mood and reduces symptoms of depression as well as anxiety, which can be present in socially excluded people. We must be aware of the difference between inclusion in sport and inclusion through sports.



Sustainability	Project aims to offers tools for better integration of different social groups through use of sport, which is an ongoing process in our society and must be tackled continuously.
Replicability and/or up-scaling	On basis of project products programs can be replicated or upgraded developed new ones.
Conclusion	It is essential in our societies to foster exchanges and dialogue between people because it is the path to prevent the rising of potential discriminatory practices and ease the inclusion of marginalized people such as migrants. For this purpose, it is especially important to involve youth coming from different backgrounds to open them up to intercultural ideas in order for them to become the ambassadors of a message of tolerance. That is why sport’s potential as a training and inclusive social tool needs to be maximised to address the obstacles and life challenges these people are facing by carrying out empowering programs and intercultural dialogue-interventions.
Contact details	CESIE , Palermo info@matchinclusion.eu
URL of the practice	https://matchinclusion.eu/the-project/
Related Web site(s)	
Related resources that have been developed	Manual Sport & Youth work – Bridging the gap for social inclusion Video materials of events Web page

BEST PRACTICE - No 24

NOVIS – no violence in sport	
2018-2020	Centro Giovanilo de Formazione Sportiva Italy: Comunità Nuova, Coni Regione Toscana Romania: National Institute for Sport Research (INCS) Bulgaria: “Stefan Noikov” Foundation Greece: ASTERI Belgium: EFDN Foundation Spain: Club Bàsquet Granollers Czech Republic: Czestochowa Small Business Development Association
Element	Guiding questions



Type of document (optional)	Website, brochure, interview
Target audience	Young girls and boys at school, aged 10-18, especially with fewer opportunities for social, cultural and economic aspects, young people with disabilities
Objective	<ol style="list-style-type: none"> 1. Presenting to the project consortium the Educational Laboratories for Young Supporters (ELYS) approach/methodology for combating violence in sport; 2. Giving a common definition and guidelines on Sport Educational Camps based on the ELYS approach; 3. Transferring of knowledge, competences and tools for carrying out the Sport E-camps at local level; 4. Sharing experiences and good practices of project partners in combating violence in sports; 5. Developing innovative characteristics of the ELYS approach (e.g. advocacy and affiliation programme with youth sector sport clubs, etc.) 6. Developing teaching and learning tools for organizations in charge of implementing Sport E-Camps
Location /geographical coverage	Italy, Romania, Bulgaria, Greece, Belgium, Spain & Czech Republic
Introduction	<p>The project is mainly based on the results and outputs of the ELYS project and the approach “Io tifo positivo”/“I support pro”, which has been developed by the partner Comunità Nuova for more than 10 years in Italy.</p> <p>The specific aim of the project is to further develop the previous European project (ELYS) as well as sharing the lessons learnt with new partners organizations and partners from other EU Members States. Furthermore, the project aims to develop a pilot affiliation programme for sport organizations, clubs and associations in order to develop and test an innovative approach for promoting the true values of sport (respect, fair play, no to racism and xenophobia, etc.) and combating any form of violence and discrimination in sport.</p>
Stakeholders and Partners	<p>Stakeholders are project members :</p> <p>Italy: (3) Centro Giovanile di Formazione Sportiva – CGFS, Comunità Nuova, Coni Regione Toscana Romania: National Institute for Sport Research (INCS) Bulgaria: “Stefan Noikov” Foundation Greece: ASTERI Belgium: EFDN Foundation Spain: Club Bàsquet Granollers Czech Republic: Czestochowa Small Business Development Association</p>
Methodological Approach	The methodology has been used in order to address the initial issue and lead to a successful outcome and finally to the good practice were traditional ones : educational laboratories for youngsters, meetings with testimonials, sport events for young participants, workshops with teachers, coaches, families



Validation	The validation process was based on hundreds of replied questionnaires in all participating countries and processed data for management summary and feedback processes.
Impact	<p>The project has direct impact on young participants who will be non-formally educated to combat violence in sport and promote the real sport culture and the true European sport values (fair play, respect, teamwork, etc.). Participants will increase their responsibility, empowerment and active participation in prevention of violence in sport and in this way the project will also lead to the development of a new educated young generation in Europe that will also lead in the long-term to benefits in everyday life in society.</p> <p>The project has also impact upon sport stakeholders (like sport clubs, local authorities and general public) that will increase the awareness and visibility of initiatives for combating episodes of violence in sport, and develop new partnership and sport networks across Europe.</p>
Innovation	<p>The main innovative aspects of the NOVISPORT project consist of testing, reinforcing and spreading a methodology of intervention at the same time sufficiently abstract – in order to guarantee a simple and effective application in a variety of countries and social contexts – and also full of practical tools and didactic contents, which will provide the trainers – both the effective ones, involved in the partnership, and the potential and future ones - with a simple and flexible capability of intervention.</p> <p>Other innovative aspects of the project are:</p> <ul style="list-style-type: none"> •to provide young participants with critical thinking tools in order to prevent the desire to emulate the adults’ negative behaviors; •the direct involvement of the families in the programs and in the didactic methodologies, so that they will have a leading role for a change; •the participation in the organizational structures of the school, in order to combine at an inter-disciplinary level the concepts of fair-play and mutual respect; •development of online community of young people, sport fans, sport worlds to combat violence and intolerance in sport.
Success Factors	Previous experience with Erasmus funded project ELYS and experience of the stakeholders in combating violence in sport
Constraints	Communicating and disseminating the concept of NOVIS
Lessons learned	To prevent of and fight against incidents of violence, racism and any form of intolerance in sports, particularly in youth sport sectors and at amateur level can be difficult in practical terms, as the desire to win under is a huge motivator, difficult to balance.
Sustainability	All outputs (documents, manuals, trainings, guides) free available for interested organizations



Replicability and/or up-scaling	NOVIS Methodological Guide, available in 8 languages on project site All outputs (documents, manuals, trainings, guides) free available for interested organizations (English). Sport event organised last year in December brought together 10 schools and 500 children and the event is supposed to continue in the next year in the same format (basketball mixt, soccer boys, catchball girls and running)
Conclusion	Conclude specifying/explaining the impact and usefulness of the good practice. When possible, use anecdotal evidence such as a storytelling or testimony of a man or a woman showing the benefit of the good practice.
Contact details	dan_boboc@sportscience.ro mcamenidis@yahoo.com
URL of the practice	www.novisport.eu
Related Web site(s)	www.novisport.eu
Related resources that have been developed	Manuals, games regulations and other studies are available at https://www.novisport.eu/pilot-affiliation/

BEST PRACTICE - No 25

ESA PROGRAM – ENRICHED SPORT ACTIVITIES PROGRAM	
01-01-2017 – 31-12-2019	<p><u>Coordinator:</u> The University Sports Center of Palermo (Italy)</p> <p><u>Partners:</u> University of Murcia (Spain) University of Palermo (Italy) Technical University of Munich (Germany) University of Split (Croatia) Lithuanian Sports University (Lithuania) Ankara University (Turkey) Polytechnic Institute of Santarém, The Sport Sciences School of Rio Maior (Portugal) Association for Education and Development of the Aveiro District (Portugal)</p>
Element	Guiding questions
Type of document (optional)	website
Target audience	School children, teachers, parents, practitioners



Objective	<p><u>The aim:</u> The ESA project addressed the objective of social values of sport, in particular health, physical fitness, social inclusion and improvement of sport motivation, by implementing an intervention program to carry out through the involvement of children typically developing and with special needs as well as their parents. It aims to enhance social inclusion, equal opportunities and psycho- physical wellbeing in school-age children with typical development and special needs through sport activities enriched by cognitive tasks.</p>
Location /geographical coverage	<p>Spain, Italy, Germany, Croatia, Lithuania, Turkey, Portugal,</p>
Introduction	<p>Enriched Sport Activities (ESA) Program is an Evidence-based Practice Exercise Program, cofounded by the Erasmus + Programme of the European Union. The project addresses the objective concerning the promotion of Social Values of 9 partner organizations from Italy, Turkey, Portugal, Croatia, Lithuania, Spain and Germany were involved in creating and establishing a collaboration that ended up in the creation of several outcomes all aimed at improving social inclusion, equal opportunities and psycho-physical wellbeing in typical and atypical children through sport and physical activity participation in combination with cognitive tasks oriented to improve executive functions as working memory, planning and inhibition processes in children. According to many research works, it is becoming increasingly clear that a sedentary life style shows a risk for enlarged rates of psychosocial impairments, onset or aggravation of medical diseases, welfare assistance, use of medical services, all resulting in extremely high economic health costs.</p>
Stakeholders and Partners	<p><u>Beneficiaries:</u> Children, teachers, coaches, parents</p> <p><u>Partners:</u> Municipalities, sports federations, associations, educational institutions, schools.</p> <p>Each Organization, on the basis of proper expertise, actively contributes to the objectives through data collection and educational/sport programs administration in collaboration with sport centres located in different European countries (Italy, Germany, Portugal, Spain, Lithuania, Croatia, Turkey).</p>

<p>Methodological Approach</p>	<p>After the survey data about physical inactivity have been collected and analysed, the intervention was carried out through two ways. The first is parents' involvement and education on cognitive, motivational and social benefits of PA in childhood. The second is children and youth participation in Enriched Sport Activities (ESA) Program; an integrated sport program in which sport activities for typical children, such as soccer, track and field, swimming, handball, swimming and APA for children with special needs were enriched with cognitive tasks aimed at improving executive functions as working memory, planning and inhibition processes. The age ranging 6-14 years was chosen because children's physical activity levels were acknowledged to decrease over this stage, but also because this is a critical phase to address precautionary intervention programs aimed at stimulating an active lifestyle able to prevent inactivity.</p>
<p>Validation</p>	<p>This Enriched Sport Activities Program has undergone a three-year phase of development with the contribution of a specialized practitioners' team (coaches, sport scientists, educationalists and psychologists) and the establishment of a European network among families, practitioners and schools. This network approach has been chosen because old-style physical activity promotion interventions using individual approaches have revealed to be limited in long-term maintenance of benefits obtained. The tests and lessons developed addressed the needs of target groups successfully.</p>
<p>Impact</p>	<p>The focus groups, parental and professionals' education, normative values and guidelines, outcomes at local and European levels were implemented to enhance motivation and participation in sport activities, to stimulate global development in childhood with typical development and special needs. The educational programmes helped to strengthen students' motivation to sport and physical activities be of great help for management of groups' dynamics at schools. Sport and PA enriched with a scientifically psycho-pedagogical based program made a great impact for all involved countries.</p>

<p>Innovation</p>	<p><u>Innovative aspects:</u></p> <ul style="list-style-type: none"> - the project focuses cognitive, motivational and social benefits of physical activity in children development (Whole Approach, Enjoinments Strategies). - involved families, practitioners and schools in seven different areas of Europe instead of individual approaches. - the implementation of an evidence-based exercise program for children and adolescents with typical development and special needs. - Different nature sports activities were chosen to stimulate social participation and cognitive resources.
<p>Success Factors</p>	<p><u>Institutional:</u> Enhanced cooperation between institutions, schools, practitioners, enlarged possibilities to share experiences from different countries in order to identify key features of country level action and point similarities and differences between countries and their progress on enhancing social inclusion and equal opportunities through participation in sports and physical activities.</p> <p><u>The State:</u> Provided the opportunity to run one unique and innovative way to administer Sport and PA enriched with a scientifically psycho-pedagogical based intervention program. This can favour a spill-over to the ESA project in terms of expertise and existing networks exploitation, which would not be feasible out of the EU umbrella. The obtained data and differences in all countries allow the production of Guidelines which represents the overview of EU situation.</p> <p><u>Economic:</u> The EU funding, local governmental institutions are the main factors that helped to implement the idea of the project and promote activities.</p> <p><u>Social:</u> The Enriched Sport Activities program consists of the establishment of a European network made up of specialized practitioners (like coaches, educationalists and psychologists), families and schools. It was carried out through parents' involvement by the education on cognitive and social benefits of</p>



	<p>sport and PA in child development and through the children and youth participation in Enriched Sport Activities.</p>
Constraints	<p>The main challenges:</p> <ul style="list-style-type: none"> - Put together so many countries (7) and partners (9) in ESA program and made a network of close cooperation partnership. To share good practice and obtained results. - Sedentary life style of school children is increasing a risk for enlarged rates of psychosocial impairments, onset or aggravation of medical diseases, welfare assistance, use of medical services, all resulting in extremely high economic health costs. - enhance social inclusion, equal opportunities and psycho-physical wellbeing in school-age children with typical development and special needs through sport activities enriched by cognitive tasks.
Lessons learned	<p>This Enriched Sport Activities Program has undergone a three-year phase of development with the contribution of a specialized practitioners' team (coaches, sport scientists, educationalists and psychologists) and the establishment of European network among families, practitioners and schools.</p>
Sustainability	<p>The sustainability of the project is seen through the ESA Book on European Commission website, through scientific articles, reports and links to websites of partner countries. The project strengthened the network of participating countries and prolonged the future cooperation.</p>
Replicability and/or up-scaling	<p>The project consortium aim is to elaborate on a possible continuation of the ESA cooperation experience targeted on different forms of special needs and/or – taking into account the HEPA expert group recommendation stating that “Physical activity should be promoted from birth and throughout the life course, at all educational levels: early childhood, primary, secondary education, and tertiary level”. It is a topic which needs to be tackled in the wider EU perspective, given the significant gaps existing among EU countries in terms of early childhood sport policies.</p>
Conclusion	<p>The Enriched Sport Activities Program improved social inclusion, equal opportunities and psycho-physical wellbeing in typical and atypical children through sport and physical activity participation in combination with cognitive tasks oriented to improve executive</p>



	functions as working memory, planning and inhibition processes in children.
Contact details	ESA Programme info@esaprogram.eu
URL of the practice	Project website: http://www.esaprogram.eu/ Publications: http://www.esaprogram.eu/publications/
Related Web site(s)	https://www.lsu.lt/en/international-cooperation/projects/erasmus-projects/esa-program-enriched-sport-activities-program/
Related resources that have been developed	-

BEST PRACTICE - No 26

Football Zajedno Mini-Van-Tour	
11 – 24 September 2018	fairplay Initiative (department of the Vienna Institute for International Dialogue and Cooperation/VIDC) + BAAP BiH
Element	Guiding questions
Type of document	Road trip to seven places in the three partner countries titled as “Football Zajedno mini-van tour” that included open air fairplay-workshops, streetkick tournaments and microsoccer events for girls and boys, organised in cooperation with schools, local football clubs and NGOs
Target audience	Young people of both genders (9-16 years), local football clubs, schools, youth coaches, local sport-for-social-change activists and human rights/anti-discrimination NGOs, disadvantaged groups (ethnic minorities, migrants & refugees, women & girls)
Objective	Contributing to post civil war reconciliation and peace-building in divided societies by exploring the potential of football as a tool for increasing social cohesion, anti-nationalism and non-discrimination. Furthermore, enabling children and youths to meet and reduce prejudice was one of the goals of the first Mini-Van tour in the Football Zajedno project. To link sport with schools and civil society organizations and raise awareness in public space regarding social inclusion and diversity





Location /geographical coverage	Bosnia and Herzegovina, Montenegro, Serbia
Introduction	<p>From 11-24 September 2018 the “Mini-Van-Tour” took place in the partner countries Bosnia-Herzegovina, Montenegro and Serbia. A diverse programme was offered in seven cities (Zenica, Sarajevo, Mostar, Herceg Novi, Kotor, Novi Pazar, Vranje). More than 1,000 children and young people as well as numerous adult men and women took part in the activities.</p> <p>Connecting elements such as fair play workshops, joint DJ sessions, small tournaments in the inflatable streetkick court or getting to know one another in the microsoccer field were the main elements of the “Mini-Van-Tour”. An experienced, international team of workshop leaders, DJs, educators and coaches spent two weeks in three countries to spread the message "Football Zajedno" ("Together Football").</p> <p>Next to the field-tested concept of the streetkick methods, the mini-van tour had been combined by music sessions with DJ/ane/s to create a positive atmosphere at the location and involve also those kids who are not sportive in first moment. Additionally, an information stand and material were provided in close cooperation with local partners.</p>
Stakeholders and Partners	BAAP BiH, BAAP Montenegro, Football Association of Bosnia and Herzegovina, Football Association of Montenegro, Football Association of Serbia, Respect Sarajevo football school, SOS Children's Village, Open Fun Football Schools, ASuBiH, Sports Association of the City of Mostar, USS Fortuna Mostar, FK Obilic Herceg Novi, Primary School Kotor, Youth Office Novi Pazar, NGO Atina, refugee camp in Vranje; Elementary schools, football clubs, interested public, children, youths
Methodological Approach	<ul style="list-style-type: none"> - Idea to organise a road trip to selected villages or cities in the three partner countries with low level street sport facilities - conceptualization of the project idea - identification of local partners and venues, if necessary legal permission for public event - identification of local project team and assistances (workshop facilitators, DJ, photographer, coaches) - visualisation of tour design - drafting daily programme for each of the seven venues, individual concept due to different target groups and announced participants (e.g. primary schools, local football club, youth center) - designing and planning road map, organisation of accommodation + daily subsistence - logistical planning, organisation of a mini van, (technical) equipment, materials and branding - planning public relations and postings on facebook, production of a tour flyer and posters



	<ul style="list-style-type: none"> - final contacts to and meetings with local stakeholders and partners right before the events to solve last minute problems (how to pack all stuff into the mini van?) - keeping flexibility! - daily documentation
<p>Validation</p>	<p>The planned indicators of the Mini-Van Tour were: 3-5 events with 300-500 participants. Result: more than 1.000 participants in 7 venues in three countries A daily documentation with basic feedback forms was done to collect the impressions, feedback, what worked well/bad and to identify possible improvements for the next venue.</p>
<p>Impact</p>	<p>The mini van tour influenced the general public, in particular the inhabitants of the 7 venue cities and the schools and youth centres where the young people were recruited from. The selection of the cities had been done with regard to ethnic & geo-political balance in the Western Balkan Region and the project team liaised with youth centres, schools and football clubs through local activists.</p> <p>All mini van tour stations were used to bring kids from different ethnic backgrounds together, to expand the network with coaches and clubs and in general to intense the relationship with partners.</p> <p>Examples for the impact:</p> <ul style="list-style-type: none"> - In Mostar/Bosnia and Herzegovina, a stop was made at the Kantarevac sports centre. The newly built sports facility is located exactly on the imaginary dividing line between east and west of the two cities. The line between Orthodox Croatians and Muslim Bosniacs was drawn here during the war. Children and football schools with coaches from both sides took part in the activities, which especially pleased the representatives of the City of Mostar. - In Herceg Novi/Montenegro special thing about this venue was the predominant participation of girls in the activities. - In Kotor/Montenegro the afternoon lessons of a primary school were transferred to the mini van tour whereby hundreds of children had stormed the stations - In Novi Pazar/Serbia, the capital of the region Sandžak, the local partner, the Youth Office Novi Pazar, organised a great place on the main square, which attracted a surprisingly diverse audience: many girls, children from clubs, from the Roma minority and people who just passed by. - In Vranje/Serbia, stop at the refugee camp on the border to Northern Macedonia, where children, adolescents, women and men enjoyed the visit and had distractions from the dreary everyday life through games, music and many conversations. In Vranje in particular, the team was made aware of the

	importance of working with minorities and refugees and of the need to break down stereotypes and nationalism for this region.
Innovation	Improvement of the interethnic understanding and respect through intercultural dialog using an innovative and transnational road trip with street sport elements combined with educational fairplay workshops and creative sessions and music.
Success Factors	<ul style="list-style-type: none"> - an experienced, international team consisting of workshop facilitators, DJs, pedagogues, coaches - strong and reliable local partners - motivated project team - enthusiastic participants
Constraints	Girls as one of the main target groups could have been difficult to reach through football. This was encountered by cooperation with local schools and women groups + clubs, NGOs focusing on girls and women. Conflicts may have popped-up and the team would have difficulties to mediate. This was encountered by selecting an international team and inviting local stakeholders that have experience in mediation between the different ethnic population.
Lessons learned	It is of huge importance to include local key stakeholders like schools, football clubs and municipalities to hold successful mini van tour stations. Without a precise preparation target groups will not be reached and it is not possible to set up the mini van tour station on central places in the cities, villages without permission. Try to involve various groups of kids and youths, minority groups, coaches and teachers. The stronger local organisations are involved in the organizational process, the better the action will be.
Sustainability	A second edition was organised in 2019, from August to October in four venues in Bosnia and Herzegovina. As it was not possible to organise again a road trip as part of Football Zajedno project these had been organised as single events
Replicability and/or up-scaling	Definitely the educational programme has a potential to get improved by adding more offers (language, discussion rounds) and by involving more educated trainers/coaches/teachers to the programme. Side events like panel discussion with local stakeholders (representatives of the city, schools sport clubs, NGOs) and further experts could be arranged.
Conclusion	In total, the mini van tour offered a diverse programme in seven cities with a road trip through three post-conflict countries. More than 1,000 children and young people as well as numerous adult men and women took part in the activities. Connecting elements such as fair play

	<p>workshops, joint DJ sessions, small tournaments in the streetkick court or getting to know one another in the microsoccer field were the main elements of the "Mini-Van-Tour". An experienced, international team of workshop leaders, DJs, educators and coaches spent two weeks in three countries to spread the message "Football Zajedno" ("Together Football").</p> <p>Dzenan Dzipa from the Bosnian Football Association was enthusiastic about the attractive offer for children and young people and to convince themselves "locally how important such projects are to bring people together and teach them values such as fair play and respect."</p> <p>"Today, we do not care about this separation anymore, we want the children to grow back mixed with each other and not look into the wounds of the past," said Nedzad Vuk of the sports association in Mostar.</p> <p>Drasko Braunovic: "Always when Football Zajedno activity can take place in Kotor, I'm happy. You bring so much energy, new ideas and motivation."</p>
<p>Contact details</p>	<p>Benjamin Dragolj BAAP BiH benjamin.baap@gmx.net</p> <p>David Hudelist fairplay Initiative / VIDC fairplay@vidc.org www.fairplay.or.at www.fair-play.info www.footballzajedno.org +43/1/7133594-72</p>
<p>URL of the practice</p>	<p>www.footballzajedno.org</p>
<p>Related Web site(s)</p>	<p>www.facebook.com/Balkanprojects (mini van tour diary with 23 posts) http://pazarce.info/fudbal-zajedno-u-novom-pazaru Sana Press Video: https://youtu.be/hVx8nimoTrw https://rtvnp.rs/2018/09/21/fudbal-zajedno-u-novom-pazaru/38806 RTV Novi Pazar: https://www.youtube.com/watch?v=80I5E2pUI-M&feature=youtu.be http://www.radiokotor.info/radio/index.php/78-lokalne-vijesti/21694-football-zajedno-u-kotoru https://www.bljesak.info/sport/ostali-sportovi/Projekt-Football-zajedno-posjetio-Mostar/247563 https://sandzacki.com/sport/football-zajedno-u-novom-pazaru/</p>
<p>Related resources that have been developed</p>	<p>Tour flyer and poster Feedback forms for teachers and coaches Sticker</p>



	T-Shirts Streetkick Microsoccer
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BEST PRACTICE - No 27

ANTETOKOUNBROS BASKETBALL ACADEMY	
1/7/2019 - 30/6/2021	ONASSIS FOUNDATION NIKE EUROHOOPS ORGANIZATION ANTETOKOUNBROS
Element	Guiding questions
Type of document (optional)	Web pages
Target audience	Basketball coaches, international organizations, school students, migrants and leaders and staff, vulnerable groups, minorities, economically deprived of Africa, Syria, Iran and of course Greece professionals, youth, adults, public bodies active in the field of adult education, policy-makers, NGOs, civil organisations and physical education teachers in schools and sport clubs.
Objective	<p>100 YOUNG ATHLETES AND 12 COACHES FROM UNDERPRIVILEGED BACKGROUNDS START THEIR JOURNEY TOWARDS SUCCESS IN BASKETBALL AND LIFE.</p> <p>The primary aims/objectives of the project are:</p> <ul style="list-style-type: none"> • To offer to young children opportunities and chances that the ANTETOKOUNBROS didn't have in their age. • Children and teenagers who grow up in minority neighbourhoods build valuable alliances, become useful and supportive teammates, classmates and allies in the basketball court, at home, at school, and in society. • In these, children and teenagers develop their social skills, learn how to talk in front of large audiences, how to negotiate and lay claims, but also how to tackle bullying. The talks focus on subjects such as DIVERSITY and strengthening women's position in society. • To aim at interaction, team spirit and personal development. • To create awareness-raising activities for amateur athletes, coaches,





	<p>trainers, and educators who work in the fields of sports connected with solidarity and social inclusion;</p> <ul style="list-style-type: none"> • To empower underserved youth through the story and passion of Giannis and his brothers and bring them an opportunity to play and develop their talents. <p>To provide kids in underserved communities with positive basketball experiences, mentoring and life skills, unlocking their potential to become better athletes, better teammates and better citizens.</p> <ul style="list-style-type: none"> • To promote girl / women empowerment and stands against stereotyping • To train the trainers, promoting change <p>To provide basketball and educational pathways within the content of the program to continue releasing their potential</p>
<p>Location /geographical coverage</p>	<p>Seven (7) basketball courts in the place of Galatsi & Ambelokipoi in Athens GREECE.</p>
<p>Introduction</p>	<p>In July of 2019, Antetokounbo Brothers with stakeholders, Nike, eurohoops organization, and Onassis Foundation created a Basketball Academy because they wanted to offer the chance which they didn't have as children in the past themselves.</p> <p>The program combines basketball with EDUCATION and training with inspiration, for 100 almost children of vulnerable groups, minorities, economically deprived of Africa, Syria, Iran and of course Greece. Boys and girls 12 to 16 years old that live in underprivileged areas progress, unfold their talent and learn to put their best foot forward in and out of the basketball court, as a united team. A team that brings together different ethnicities, religions and genders.</p> <p>Nike undertook to renovate seven (7) basketball courts and Onassis Foundation organizes seminars with subjects like ant bullying and how children can feel well with their bodies.</p>
<p>Stakeholders and Partners</p>	<p><u>Beneficiaries:</u></p> <ul style="list-style-type: none"> • Children of vulnerable groups, refugees, minorities, economically deprived of Africa, Syria, Iran and of course Greece. low socio-economic status people; <p><u>Partners:</u></p> <ul style="list-style-type: none"> • ONASSIS FOUNDATION • NIKE • EUROHOOPS ORGANIZATION • ANTETOKOUNBROS





Methodological Approach	<p>The methodological approach used by all the members are:</p> <ul style="list-style-type: none"> • Promotion of basketball activity • Development of social skills • Promote intercultural dialogue through basketball • Creation of a training module for trainers addressed to educators, volunteers, workers in the sector and coaches on sports activities with migrants and refugees; • Organizing series of talks focused on subjects such as DIVERSITY and strengthening women’s position in society • Cultural activities to create awareness of the cultures of the countries of origin of migrants.
Validation	<p>The good practice was so successful that they want to extend the project to different places around Greece.</p>
Impact	<p>The participants of AntetokounBros Academy will be able to claim one of the below academic and athletic scholarships:</p> <p>Athletes:</p> <ul style="list-style-type: none"> • high school graduate per year to receive the Onassis Foundation “One of a Kind” undergraduate scholarship for studies in Greece (being granted for the total duration of their university studies) • athletes to get basketball training scholarships to Eurohoops Academy at Leonteios School of Athens for 1 season • selected kids per year to participate in educational summer school courses in UK <p>Junior Coaches:</p> <ul style="list-style-type: none"> • junior coach per year to participate in a basketball coaching camp abroad • junior coach to be employed to Eurohoops Academy at Leonteios School of Athens for 1 season • All coaches to receive First Aid training • All athletes and junior coaches will get basketball pathway recommendations to continue playing or coaching. <p>The involvement of beneficiaries in Basketball through series of mentorship workshops, inspirational speeches and weekly basketball clinics are enhancing until today, the social inclusion of vulnerable groups, through sports.</p>
Innovation	<p>The program will help participants to evolve and become the “best versions of themselves”, to enjoy the “one of a kind” status.</p>





Success Factors	<ul style="list-style-type: none"> • the bridge of major organisations, within a new context in order to be able to develop the project • to share successful tools for the social inclusion of children from vulnerable groups, through sports; <p>the cooperation between the local community, the schools and big international organizations</p>
Constraints	<p>All the organizations mentioned that they didn't identify any barriers involving the athletes and coaches in the project.</p>
Lessons learned	<p>Chance- equality- minorities- social legacy- love for basketball- Anti bullying- targets</p>
Sustainability	<p>Different elements need to be put into place for the project in order to be socially, economically and environmentally sustainable some of them are:</p> <ul style="list-style-type: none"> • sending newsletters to local organizations and the general public. • the training material to be provided to sport clubs and other relevant organisations involved in the field of education and sports. • the international organizations are going to continue their dissemination activities all over the world through the use of the internet and mentoring workshops. <p>the existing networks of the partner organisations are going to be used in order to spread information in other networks.</p>
Replicability and/or up-scaling	<p>Certainly, the good practice has got possibilities of extending more widely</p>
Conclusion	<p>The Antetokounbros Basketball academy is the vehicle that will bring people from different cultures together, to become members of a team, inspire and believe in themselves. All the supporting organizations are working together as a big family with no social or individual exclusion. We are certain that the creation of the Antetokounbros Academy will leave a positive footprint and offer essential help to families who need support; and let's repeat – this is just the beginning!"</p>





Contact details	<p>https://www.onassis.org/ ATHENS - ONASSIS STEGI 107-109 SYNGROU AVENUE 11745 ATHENS, GREECE</p> <p>http://www.antetokounbrosacademy.net/en/ Contact form (https://www.antetokounbrosacademy.net/en/contact-en/)</p> <p>https://www.eurohoops.net/en/ For general information contact@eurohoops.net</p>
URL of the practice	<p>https://www.eurohoops.net/el/antetokounbros-academy-el/982182/kan-to-opos-o-giannis/ https://purpose.nike.com/ https://www.eurohoops.net/en/antetokounbros-academy/947163/antetokounbros-academy-changing-lives-one-basket-at-a-time/ https://www.onassis.org/initiatives/onassis-educational-programs/antetokounbros-academy</p>
Related Web site(s)	<p>https://www.unicef-irc.org/reportcards/files/Getting-into-the%20Game_Evidence-Child-Sport-for-Development_Report-Summary.pdf</p>
Related resources that have been developed	





BEST PRACTICE - No 28

The Tusobola (Improving Quality Education through Sport and Play)	
1/1/2019 – 31/12/2020	<ul style="list-style-type: none"> • UEFA Foundation for children • Right to play
Element	Guiding questions
Type of document (optional)	Web pages
Target audience	school teachers, community coaches from youth clubs, children from weak social groups
Objective	Use sports to develop life skills and football skills, promote positive attitudes of values and behaviour's and Improve the level of education
Location /geographical coverage	Kamwokya settlement in the city of Kabbalah in Uganda.
Introduction	<p>Kamwokya is one of the most poorly designed and saturated settlements in Kabbalah. The quality of public hygiene is still poor and there is a serious shortage of sewer systems. It is estimated that less than 10% of residents use these systems, while the rest use on-site or collective sewers with some well-maintained public toilets. Kamwokya has public and private health care providers, public and private primary and secondary education services, and no public higher education institutions. The teacher-student ratio remains at 1: 110, reducing access to effective and quality teaching that serves the needs of children, especially girls and vulnerable children, contributing to the high youth unemployment rate in the city.</p> <p>40 school teachers and 20 coaches attend classes and participate in workshops to learn game-based methodologies</p> <p>Young people from financially weak teams are trained to become football coaches while parents are informed about the benefits of education through learning based on play.</p>
Stakeholders and Partners	<p>Beneficiaries:</p> <ul style="list-style-type: none"> • Children of vulnerable groups, economically deprived of Africa, low socio-economic status people; • School teachers • Football coaches <p>Partners:</p> <ul style="list-style-type: none"> • UEFA Foundation for children • Right to play





Methodological Approach	<p>The methodological approach used by all the members are:</p> <ul style="list-style-type: none"> • Promotion of football. • Creating various football textbooks for development, positive development of children and young people of vulnerable groups
Validation	<p>The program has a significant success on improving education through learning by handling sports and will be implemented by UEFA in other countries as well.</p>
Impact	<ul style="list-style-type: none"> • Children and adolescents engage in regular sports and learning activities/ • Teachers and educators are trained in child-friendly and participatory learning based on play, gender equality and the creation of a positive learning environment. • Improved school and adolescent school attendance rates • Collaborating schools have a well-established safe and positive learning environment
Innovation	<p>Through the program, the level of education of children from weak social groups is improved, following methodologies based on sports and play.</p>
Success Factors	<ul style="list-style-type: none"> • Cooperation between the educational community, parents and an international sports federation. • Creating teacher networks so that they can exchange information about good practices. • Organizing sports activities in schools and communities to give children the opportunity to learn life skills such as self-confidence, communication and leadership outside of the classroom. • Developing manuals for football textbooks for development, positive development of children and young people and learning based on play.
Constraints	<p>No obstacles or problems have been reported in the implementation of the program/</p>



Lessons learned	Social inclusion - improving education - promoting positive behaviors in children by week social groups through football
Sustainability	<ul style="list-style-type: none"> • informing the population about the program and its benefits by all available means. • Continuous distribution of sports equipment in schools, in sports clubs and youth clubs so that it is possible to organize football matches and sports activities. • The involvement of more and more institutions of society in the program in order to increase the number of beneficiaries. • Development of football textbooks for development, positive development of children and young people and learning based on play in schools, sports clubs and youth clubs
Replicability and/or up scaling	Use of other sports (eg basketball) for positive development of children and young people and learning based on play in schools, sports clubs and youth clubs.
Conclusion	Popular sports such as football can be used as a means of social integration and improving the quality of life of children. The same goes for sports in general. All you need is cooperation between different agencies to develop the right tools and methods.
Contact details	<ul style="list-style-type: none"> • UEFA FOUNDATION FOR CHILDREN Route de Geneve 46, CH-1260 Nyon – Switzerland • RIGHT TO PLAY Seefeldstrasse 162, CH-8008 Zurich - Switzerland
URL of the practice	https://uefafoundation.org/action/page/4/#
Related Web site(s)	<ul style="list-style-type: none"> • https://uefafoundation.org/ • https://www.righttoplay.ch/en-ch/
Related resources that have been developed	



BEST PRACTICE - No 29

FutbolNet Brasil	
2011 –	<ul style="list-style-type: none"> • Barca Foundation • Fundacion Mapfre
Element	Guiding questions
Type of document (optional)	Web page
Target audience	Children and young people aged 6 to 17 from vulnerable social groups in Rio de Janeiro, Brazil
Objective	Promoting the social integration of children and young people aged 6 to 17, preventing violence and creating solidarity between vulnerable young people through sports activities.
Location /geographical coverage	Mare Olympic Village, Rio de Janeiro, Brazil
Introduction	In Rio de Janeiro there are many children aged 6-17 who come from well-to-do social groups who do not have access to sports and are exposed to violent behavior. The FutbolNet Brazil is being implemented in “Mare Olympic Village” the first sports complex to promote the right to sport and enables 1600 childrens from Rio's favelas to develop their personalities and regulate their behavior.



Stakeholders and Partners	<p>Beneficiaries:</p> <ul style="list-style-type: none"> • Children of vulnerable groups, economically deprived of Africa, low socio-economic status people; <p>Partners:</p> <ul style="list-style-type: none"> • Barca Foundation • Fundacion Mapfre
Methodological Approach	<p>Through sports and in a fun way, children and young people learn to regulate their behavior. The sessions are structured to help improve different aspects of children's development:</p> <p>Games designed as icebreakers: activating the body as a way to warm up.</p> <p>Activities related to value enhancement.</p> <p>Football matches in three places and other sports.</p> <p>Team dynamics for calm and static stretching routines.</p> <p>Final thoughts, with the aim of getting everyone to take part in discussing the various situations that have occurred and showing everything they have learned.</p>
Validation	<p>The program is implemented by Barça Foundation in addition to the city of Rio and in many regions of Spain such as Catalonia or Tarragon etc.</p>
Impact	<ul style="list-style-type: none"> • The children through the program: <ol style="list-style-type: none"> 1. They learn to behave properly and avoid the use of force to resolve disputes. 2. They learn the values and benefits of sports 3. They learn to work with people of the opposite sex, financial situation, religious beliefs and people with disabilities. • Society through the program reduces the rates of violence between children and bowling
Innovation	<p>FutbolNet, through a wide range of sports activities, promotes the social integration of children and young people aged 6 to 17, and prevents violence and creates citizenship among vulnerable youth.</p>



Success Factors	<p>The cooperation between the foundations, the municipality of the schools, the sports clubs.</p> <p>The provision of sports equipment from Barça Foundation and Fundacion Mapfre for the organization of sports activities.</p> <p>The maintenance of the sports facilities so that they can be used to host the activities of the program.</p> <p>Participation in sports teams of different individuals in terms of gender, religion, financial status and motor skills.</p>
Constraints	<p>No obstacles or problems have been reported in the implementation of the program.</p>
Lessons learned	<p>Social inclusion - promoting positive behaviours in children by week social groups through football</p>
Sustainability	<ul style="list-style-type: none"> • Informing the population about the program and its benefits by all available means. • Continuous distribution of sports equipment in schools, in sports clubs and youth clubs so that it is possible to organize football matches and sports activities. • The involvement of more and more institutions of society in the program in order to increase the number of beneficiaries.
Replicability and/or up-scaling	<p>Use of other sports (eg basketball) to promote the social integration of children and young people, to prevent violence and to create solidarity between them.</p>
Conclusion	<p>Popular sport such as football can be used as a means of social integration and improving the quality of life of children. The same goes for sports in general. All you need is cooperation between different agencies to develop the right tools and methods.</p>
Contact details	<ul style="list-style-type: none"> • BARCA FOUNDATION Avinguda Doctor Marañón nº8 Torre I Planta 10 08028 Barcelona • FUNDACION MAPFRE Paseo de Recoletos 23, 28004 – Madrid – Spain.



URL of the practice	https://www.fundacionmapfre.org/fundacion/en/programs/international-cooperation/brazil/sports-vulnerable-children-rio-janeiro-brazil.jsp#
Related Web site(s)	<ul style="list-style-type: none"> • https://foundation.fcbarcelona.com/foundation • https://www.fundacionmapfre.org/fundacion/en/
Related resources that have been developed	

BEST PRACTICE – No 30

<h3>Getting into the Game</h3> <p><i>Understanding the evidence for child-focused sport for development</i></p>	
2006- March 2019	<ul style="list-style-type: none"> • United Nations Children’s Fund (UNICEF) • Barcelona Football Club (FC Barcelona) • Barça Foundation
Element	Guiding questions
Type of document (optional)	Summary report – PDF Document
Target audience	Government, international organizations, practioners, policymakers, researchers, school leaders, school staff, professionals, coaches, youth, adults, migrants



Objective	<p>The primary aims/objectives of the project are:</p> <ul style="list-style-type: none"> • to support the most vulnerable children and youth in a variety of focus areas including child protection, empowerment, and peace building • In these children and youth to improve their health • to develop their physical abilities • to develop their social, educational and leadership skills • to reduce stress and depression • to improve confidence and self-esteem • to improve learning and academic performance • to reduce likelihood of smoking and illicit drug use • to reduce crime and of course, • to promote every child’s right to play and have fun
Location /geographical coverage	<p>it is the first comprehensive global research effort of its kind on Sport for Development (S4D) for over two million children in seven countries of:</p> <ul style="list-style-type: none"> • Latin America & Caribbean • Europe & Central Asia • East Asia & Pacific • Eastern & Southern Africa • West & Central Africa • South Asia • Middle East & North Africa
Introduction	<p>In 2006, Barcelona Football Club (FC Barcelona) and the Barça Foundation signed a pioneering partnership with UNICEF. Since then, over two million children in seven countries have been reached through UNICEF programme support amounting to B19 million. The</p>



	<p>partners' focus is to improve children's lives through sport, play and protection.</p> <p>The context is to:</p> <ul style="list-style-type: none">• Increases student engagement in education, including those most at risk leaving• It is a positive factor in children's lives. The well- designed S4D initiatives are improving the lives of children everywhere even in higher income countries.• Increases access to, and participation in, initiatives and services for children• Improves the quality of programme design. The programmes must be designed in line with specific objectives/ strategies, such as education, empowerment etc• Provides quality training and clear standards for coaches and trainers• Creates a culture of positive participation• Addresses risks and limitations• Invests in evidence generation <p>Some of the challenges are:</p> <ul style="list-style-type: none">• Social norms• Safety• School- related issues (delivery of PE training infrastructure)• Fundraising• S4D Policy & practice• Technical/ staff capacity
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<p>Stakeholders and Partners</p>	<p><u>Beneficiaries:</u> vulnerable children, youth, adults around the world, even in higher-income countries</p> <p><u>Partners:</u></p> <ul style="list-style-type: none"> • United Nations Children’s Fund (UNICEF) • Barcelona Football Club (FC Barcelona) • Barça Foundation
<p>Methodological Approach</p>	<ul style="list-style-type: none"> • The partners engaged UNICEF’s Office of Research – Innocenti to undertake the first phase of the research, which has culminated in the study: Getting into the Game: Understanding the evidence for child-focused sport for development – the first comprehensive global research effort of its kind on S4D for children. • The second phase of research was taken place in 2019. Current findings were tested, including emerging theories of change. Primary data collection tools were designed, piloted and refined to help understand the common characteristics and practices running through S4D initiatives which are needed for transferability and scaling up in different contexts. • This was also involved meaningful consultation with young people, S4D experts and other stakeholders. • Another important initiative was to establish an international multisectoral S4D working group to promote better coordination and knowledge sharing. Professionals from a range of institutions and sectors were convened to contribute to the design of a specific framework on S4D for children. • Efforts were focused on translating the knowledge gathered into



	<p>policy, practice and actionable recommendations for organizations and policymakers developing and delivering programmes for children that have an S4D component.</p> <ul style="list-style-type: none"> • Getting into the Game focused on four key outcome areas for child development: education, social inclusion, child protection and empowerment. Through this focus, the report provided a wealth of evidence for the potential of S4D programming to support the achievement of SDGs with child-specific targets, including SDGs (good health and well-being, quality education, gender equality), reduced inequalities, sustainable cities, peace, justice and strong institutions). <p>The project had fourteen years' duration, from 2006 to March 2019.</p>
<p>Validation</p>	<p>The good practice was so successful that FC Barcelona and UNICEF renewed their commitment to the most vulnerable children on 25 February 2016, signing a new 4-year agreement. The renewal came as the two organizations marked the 10-year anniversary of a partnership that already had helped improve the lives of over 1 million children in seven countries.</p>



<p>Impact</p>	<p><i>Getting into the Game</i> report highlights lessons learned on the positive contribution of S4D programmes, and recommendations for policymakers, practitioners and researchers, articulated in four sections:</p> <ul style="list-style-type: none"> f Sport and sport for development: Background f Getting into the Game: Key messages f Summary of findings in four outcome areas <ul style="list-style-type: none"> • Education: Teaching and learning with and through sport • Social inclusion: All children in the game • Child protection: Risk and security – the sport-protection paradox • Empowerment: New skills, team support and confidence building f Sport and the Sustainable Development Goals
<p>Innovation</p>	<p><i>Getting into the Game</i> focused on four key outcome areas for child development:</p> <ul style="list-style-type: none"> • Education • Social inclusion • Child protection and • Empowerment <p>Through this focus, the report provided a wealth of evidence for the potential of S4D programming to support the achievement of SDGs with child-specific targets, including SDGs (good health and well-being), quality education, gender equality, reduced inequalities, sustainable cities, peace, justice and strong institutions).</p>
<p>Success Factors</p>	<ul style="list-style-type: none"> • internal team for coordination and feedback • external organization • donors/ funders • government interest



<p>Constraints</p>	<p>The challenges were :</p> <ul style="list-style-type: none"> • Social norms • Safety • School- related issues • Material resources / infrastructure • Fundraising • S4D Policy and practice • Technical/ staff capacity <p>The challenges have been addressed because:</p> <ul style="list-style-type: none"> • government pays attention to sport • broad national audience values sport • partnership/networking • co capacity as a resource for sport
<p>Lessons learned</p>	<ul style="list-style-type: none"> • S4D initiatives can increase student engagement in Education, including those most at risk leaving • Sport can be a positive factor in children’s lives everywhere • Increases access to, and participation in, initiatives and services for children • Improves the quality of programme design with special objectives/strategies, such as education, empowerment • Provides quality training and clear standards for coaches and trainers • Creates a culture of positive participation • Addresses risks and limitations • Invest in evidence generation



<p>Sustainability</p>	<ul style="list-style-type: none"> • Fundraising • Government interest • Broad national audience values sport • Partnerships/networking for sport • Social norms • Safety • In 2006, Barcelona Football Club (FC Barcelona) and the Barça Foundation signed a pioneering partnership with UNICEF amounting to B19 million. • In 2016 under the terms of the new agreement, the football club increased its annual contribution to UNICEF from €1.5 million to €2 million. The funds supported programmes that gave marginalized children in Brazil, China, Ghana and South Africa the opportunity to take part in physical education, sport and play.
<p>Replicability and/or up-scaling</p>	<p><i>Getting into the Game</i> was the first comprehensive global research effort of its kind on S4D for children. It was empowered practioners and policymakers to meet the needs of all children they worked with. Achieving the 2030 Agenda for Sustainable Development and the child-related targets in the Sustainable Development Goals (SDGs) requires new and innovative ways of thinking about how to improve the lives of Children and youth around the world. Many sport enthusiasts will suggest that sport can achieve great personal and social development for children and young people.</p>



Conclusion	<p>Understanding that children have a right to play, as defined in the Convention on the Rights of the Child, <i>Getting into the Game</i> focused on four key outcome areas for child development: education, social inclusion, Child protection and empowerment. Through this focus, the report provided a wealth of evidence for the potential of S4D programming to support the achievement of SDGs with child-specific targets, including SDGs (good health and well-being, quality education, gender equality, reduced inequalities, sustainable cities, peace, justice and strong institutions).</p>
Contact details	<p>UNICEF Office of Research – Innocenti Via degli Alfani, 58 50121 Florence, Italy Tel: (+39) 055 20 330 Fax: (+39) 055 2033 220 florence@unicef.org</p>
URL of the practice	<p>https://www.unicef-irc.org/reportcards/files/Getting-into-the%20Game_Evidence-Child-Sport-for-Development_Report-Summary.pdf</p>
Related Web site(s)	<p>https://foundation.fcbarcelona.com/articles/fc-barcelona-foundation-and-unicef-join-forces-in-support-of-children</p>
Related resources that have been developed	