



613266-EPP-1-2019-1-EL-SPO-SCP



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



“Main steps to begin cooperation between schools & sport organizations”

NPDD “IRODOROS” MUNICIPALITY OF MEGARA GREECE

Cyprus, October 2021





“Main steps to begin cooperation between schools & sport organizations”



General Topic of the module

Students have the opportunity to develop a "multicultural personality", accepting otherness through the adoption of an intercultural model and to upgrade the quality of education in all school levels, for better service to citizens.

Expected Result

Implementation of an alternative teaching approach, expansion of teaching programs, teacher training, inclusive education of children, exemption of textbooks from stereotypes and preconceptions.

Keywords

Multicultural personality, otherness, intercultural respect, empathy, solidarity.





“Main steps to begin cooperation between schools & sport organizations”



Introductory Remarks

- Teachers hold a key role in developing basic skills. Certainly are open to diversity and intercultural communication but often they are not provided with the appropriate educational know-how. The result is that teachers want the educational reform to be "down" but without knowing the "how".
- The main stream of this section is how the parity of educational capital of people of different origins can be combined with the promotion and organization of actions for children by sport clubs.
- The ultimate goals are the cultivation of respect for the personality of vulnerable groups, the Prevention of school bullying, the information about sex education in order to ensure social cohesion and prosperity harmoniously within the wider social fabric.





“Main steps to begin cooperation between schools & sport organizations”



Introduction to the topic

The main issue in this section is that the orientation of education is anachronistic and dysfunctional. It is therefore important to have different schools with different programs in order to achieve the required "opening up" of schools to people with special abilities and cultures in other countries.

In this direction teachers can find support from sports clubs, who can contribute to the realization of a substantial improvement in the educational and living standards of these children.





“Main steps to begin cooperation between schools & sport organizations”



Education

- Today modern Western society is characterized as multicultural. It is understood, the monocultural orientation of education is now an anachronistic and dysfunctional factor since it fails to adequately prepare students to adequately respond to the demands of the modern multicultural society.
- Communication with people from different economic, political, social, or cultural backgrounds should take place and then the adoption of elements as a natural consequence.
- The students will have learned first at the micro-level of the school to live with the "other", the "different" so that in the future they will interact successfully at the macro-level of society.
- Despite the passing of laws, the implementation of educational programs within the framework of European integration for the formation of both "multicultural personalities" and for the required "opening" of schools to prejudice against the cultures of the rest of the countries seems to be progressing slowly.





“Main steps to begin cooperation between schools & sport organizations”



Models of management of cultural pluralism in education

Only when the "progressive function of the school" is put into action that the reformation of society in desirable directions becomes possible. The students will have learned first at the micro-level of the school to live with the "other", the "different" so that in the future they will interact successfully at the macro-level of society.

Monocultural Models

Assimilation
Integration

Pluralistic Models

Multicultural
Anti-racist
Intercultural

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





“Main steps to begin cooperation between schools & sport organizations”



Assimilation model

Clearly, the characteristics of "deficient" minority students (mother tongue, etc.) are marginalized. This model aims for students to receive and quickly learn only the characteristics of the dominant group. The school does not adapt to the needs of the students, but the students to the needs of the school, thus creating stereotypes for everything different.

Integration Model

Where the traditions of minority populations can become part of their new identity in order to make these children acceptable. At the same time, support measures are in place for better learning in school. It was found that the first two monocultural models did not provide equal opportunities for academic success to all.

Multicultural model

Special skills or different cultures are developed equally in a society with the parallel existence of different schools and programs so that children are free to be educated.





“Main steps to begin cooperation between schools & sport organizations”



Anti-racist model

- Where the traditions of minority populations can become part of their new identity in order to make these children acceptable. At the same time, support measures are in place for better learning in school
- It was found that the first two monocultural models did not provide equal opportunities for academic success to all.

Intercultural model

Students can develop a «multicultural personality "by accepting otherness and having the choice to compare so that they can choose whether to adopt" different» cultural elements. Finally, it aims at the following:

- Education for empathy
- Solidarity education
- Intercultural respect
- Against the nationalist way of thinking
- Parity of cultures
- Parity of the educational capital of persons of different origins
- Equal education opportunities

ANTI-RACISM ACTION PLAN

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





“Main steps to begin cooperation between schools & sport organizations”



Practices of expanded education

- Inclusive education of children
- Enlargement of teaching programs
- Exemption of teaching and textbooks from prejudices and stereotypes
- Implementation of alternative teaching approaches consistent with the organization of joint cooperation programs for students of different origins
- Teacher training





“Main steps to begin cooperation between schools & sport organizations”



Sports Clubs

In particular, sports clubs in cooperation with schools are aimed at:

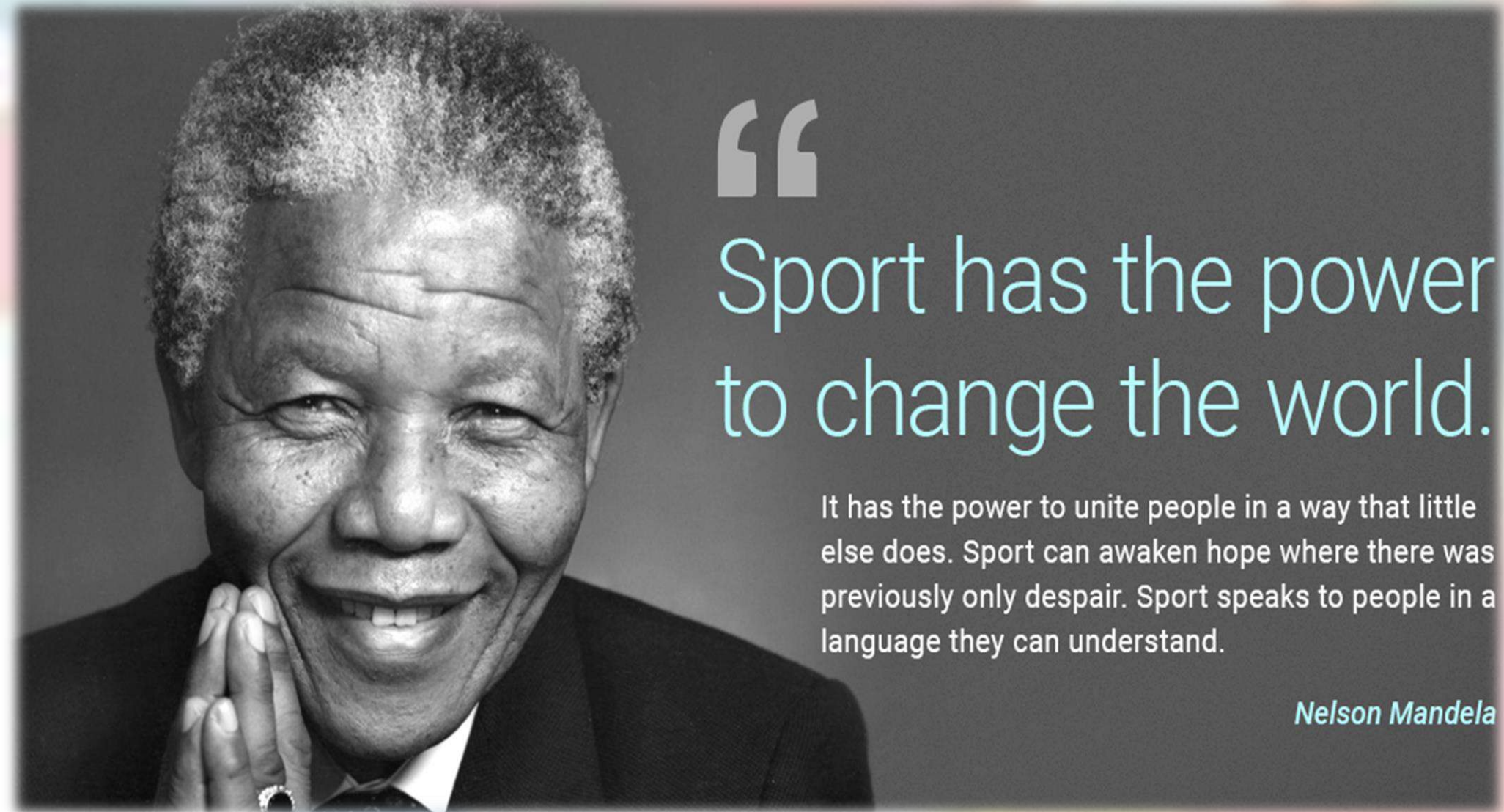
- The community development of vulnerable groups through a short-term and long-term multisectoral action plan with multifaceted social, cultural, voluntary.
- Providing information and counseling services, health, and education for their members experiencing social and educational exclusion.
- The elimination and condemnation of all forms of prejudice, racism, and xenophobia towards their members and the fight against discrimination, stereotypes, and social exclusion in the education system.
- Combating exclusion from services and ensuring social cohesion, orderly coexistence, and social stability.
- To ensure attendance, to combat school leakage, to reduce school failure, and to integrate pupils at all levels of education.
- To strengthen the relationship of their families with the school and to highlight the positive effects of education on the lives of these children.

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



Goals of both a Sports Club & School

- Entertainment and socialization
- Improving self-control and self-image
- Maintaining good physical shape
- The acquisition of experiences that help to mature and complete the personality
- Support for any type of activity that will contribute to a substantial improvement in the educational and living standards of students.
- And the removal of students from alcoholic and toxic habits.





“Main steps to begin cooperation between schools & sport organizations”



Sports clubs that have the intention to cooperate with Schools for

- Creation of summer support sections as well as seminars on children's rights.
- Information on sexual education and Prevention issues.
- Support educational and recreational activities for children (camps, alternative sports activities of mountaineering, etc.) with the aim of social integration, socialization, and adaptation to the community.
- Programs to address school violence and school bullying.
- Instruction, training and awareness-raising programs.
- Information and encouragement for the participation of young people 14-55 years old in 2nd Chance schools and Adult Training Centers.
- Organization of activities for children, such as the establishment of children's creative employment centers(KDAP), camps, excursions, training in the Traffic Park, sports activities such as organization of games in various sports, mountaineering, etc.
- Enroll children in Kindergarten, Primary School and escort children to school in order for all children to attend primary school.





“Main steps to begin cooperation between schools & sport organizations”



Practical part practical examples

A Sports Club hosted in the school premises based in Thessaloniki, among other things, proceeds to the following good practices:

- Informative lectures in schools, presenting Olympic sports. Young students have the opportunity to get acquainted with impressive sports, discuss with renowned athletes and young students realize that individuals from vulnerable groups are active cells of a society that must be open and accessible to all.
- Is also a leader in the activities of other sports clubs of our country, participating in the last two years in the International Night Half Marathon of Thessaloniki and a dynamic walking road with a mixed team consisting of hundreds of people. In this action, the Friends of the club also have the opportunity to participate in experiential actions.



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





“Main steps to begin cooperation between schools & sport organizations”



Practical part practical examples

Eleni Klaudia Polack is the champion of the Megara Athletic Club in the short jump and a member of the Greek national team.

With a Polish father and a Sri Lankan mother he was born and raised in Greece. She is a girl of only 22 years old who lost her father at the age of just 8. Both spots club and school seems that they had supported her first steps. She studies aesthetics and in parallel with the championship she works in a children's playroom.





“Main steps to begin cooperation between schools & sport organizations”



Tools

- The legislative framework of each country differs.
- Meeting with relevant representatives of the relevant Ministry of Education.
- Desire of both sides to address educational, social, and cultural exclusion in order to upgrade the quality of life of these children.
- Operation in terms of respect, democracy, and Justice.
- Provision of information and advisory support services.
- Ensuring schooling.
- Strengthening the relationship with the family of children.
- Project view.
- Social contribution to raise awareness.
- Staff training.
- Organization of actions for children.
- Information on sex education & gender equality.
- School bullying & school leakage programs.
- Promotion of Research & Innovation.
- Good practices & activities.

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





“Main steps to begin cooperation between schools & sport organizations”



Summary

The one-cultural orientation of education is anachronistic and dysfunctional.

It is necessary to "open" schools to different programs for people of different cultures. It is imperative to support multicultural pluralism by simultaneously training teachers and providing information and counseling services.

The strengthening of the relationship with the family of these children and the organization of programs to deal with school bullying should not be overlooked in order to coexist harmoniously in the wider social fabric.



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





“Main steps to begin cooperation between schools & sport organizations”



Questions

- 1. To what extent do you believe that the schools in your country push children into sports?
Minimum 1 2 3 4 5 Maximum
- 2. To what extent do students in your country participate in sports clubs?
Minimum 1 2 3 4 5 Maximum
- 3. How do you judge the level of cooperation between the schools and the sports clubs of your country?
Minimum 1 2 3 4 5 Maximum
- 4. To what extent are there joint sporting events between schools and sports clubs in your country?
Minimum 1 2 3 4 5 Maximum
- 5. How do you judge the level of sports facilities in your country's schools?
Minimum 1 2 3 4 5 Maximum
- 6. How do you judge the level of municipal sports facilities in your country?
Minimum 1 2 3 4 5 Maximum
- 7. What do you think is the opinion of PE teachers about sports clubs and their work?
Minimum 1 2 3 4 5 Maximum
- 8. Do you think that students in your country have enough free time to do sports?
YES MAYBE NO
- 9. To what extent is the idea that sport is a factor in shaping the human personality and the cohesion of a society widespread in your country?
Minimum 1 2 3 4 5 Maximum

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





“Main steps to begin cooperation between schools & sport organizations”



THANK YOU

For Your Attention

