



Erasmus+ Sport Small Collaborative Partnership Project





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of the project "Sport for Life".



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Introduction

Although sedentary habits have grown in recent years, sport and physical activity have to be a fundamental part of the daily life of each person to maintain a comprehensive health. Since the childhood we began to participate in sports or outdoor activities of different nature and levels, which teach us values, behaviours and conducts that shape us as people and in some cases as professionals, being sport a real school of life.

As stated also in the 2007 White Paper on Sport (COM(2007) 391 Final) “sport reinforces Europe’s human capital” and “the values conveyed through sport help develop knowledge, motivation, skills and readiness for personal effort”, in addition to reinforcing the active citizenship of the population through “participation in a team” and “principles such as fair-play, compliance with the rules of the game, respect for others, solidarity and discipline”. Youth workers, educator and trainers, we often use sport as a tool to promote participation among young people, to improve their self-esteem, to foster their motivation and to favour their personal and professional development. However, sport can be also used as tool for fighting against social exclusion and for addressing issued related to gender equality, interculturality, responsible consumption, healthy lifestyles, culture of peace and conflict resolution.



However, it is essential to improve the knowledge and skills of professionals and workers in the field of youth and sport, making them acquiring and/or improving the necessary competences for creating and designing new activities and tools to work cross-curricular subjects through sport and physical activities.



During the year 2017, this project called “Sport for Life” gave the possibility to exchange good practices, methodologies and strategies between similar organizations of six different European countries (Czech Republic, Italy, Norway, Poland, Spain and Turkey) in the field of sport, promoting a better quality of our

work and its ability in response to diversity. At the same time, we designed new tools that have been put into practice and tested during the project, and, important to underline, we improved the competences of professionals related to sport, and their clubs and partner organisations, for creating their own learning



games using sport as a tool for addressing current issues and challenges. Through this project, we enriched ourselves, giving our work a new and more open, intercultural and peaceful perspective, and thus contributing for making a more fair, collaborative and tolerant society.





Description of the project

“Sport for Life” is a small collaborative partnership, cofounded by the Erasmus+ programme of the European Union, involving six organizations (three NGOs, two municipalities and one sport club) from six different countries (Czech Republic, Italy, Norway, Poland, Spain and Turkey).

This project is based on the previous experiences of each one in this field, on the conversations about the needs of our professionals, volunteers and users, on the cooperation and on the common work that we have been carrying out for some years with these organizations or, indirectly with partner organizations of their local networks.

The main aims of the project “Sport for Life” are:

- To improve the key competences of youth workers, social educators, sports instructors and other professionals that carry out activities and/or projects related to sport;
- To promote a better quality of youth work and its ability in response to diversity;
- To exchange experiences, good practices and methodologies between organizations and professionals from six different countries, in the field of sports within youth work;
- To design activities where sport becomes a tool for inclusion, citizen participation, gender equality, peaceful coexistence and social and educational transformation;
- To create new tools to work cross-curricular subjects through sports.

The methodology of this project is based on the pedagogical principles of non-formal education and the pedagogy for liberation of Paulo Freire.

Non-formal education is a type of education that includes all processes and practices involving a heterogeneous social group, but whose institutional structure does not certify for school cycles. It has an educational purpose and a planning of the teaching-learning process. Knowledge, values and behaving forms are transmitted through active participation, learning by doing, emotions and the interaction of knowledge and different backgrounds that generate a great educational richness, being participants, the protagonists of their own learning process. Non-formal education is a continuous, reflective “learning to learn” process that results in the acquisition of competences (knowledge, skills and attitudes) which are important for the personal and professional development of the participants.

Education for liberation starts from the ideas of constructivism. With this type of education, the learner learns to understand the world through his/her interaction with it, he/she is a conscious subject of the world in constant evolution and the learning is more long-lasting because it encourages reflection and review.



Education for liberation promotes the reflection of self-consciousness; hence this type of education is a cognitive act that allows the overcoming of educator-learner through dialogue, thinking and action. Thanks to the dialogue, the learners and the educator have the possibility to express their beliefs, opinions, and knowledge and with the discussion contributing to the critical thinking that allows to have a position in front of different subjects, getting to know the ideas of each one, respecting them but also having the right to criticize and question it in a respectful and intelligent way.

Based on the principles of non-formal education and education for liberation, we have designed a methodology for this project, proposing to partner organizations and participants to build knowledge step by step, sharing information and experiences, putting them into practice in order to experience and internalize the things that they learned in an environment of trust, which would allow all of them, regardless of their level of knowledge, to express themselves freely during all activities and phases.

The general methodological principles that have been used are:

- Cooperation and teamwork to involve all actors in the whole project, from preparation to implementation and final evaluation. It is an educational and participatory process, and for that, alive and dynamic, that starts from previous experiences to put them into value and enrich them;
- Adaptability in the techniques and concrete contents according to the interests and specific needs of each reality;
- Multilingualism: work in different languages adapting to the communication needs that arise during the process;
- Inclusion and interculturality: a methodological line where the contrast of ideas/experiences in terms of cultures and capacities are enhanced;
- Use of ICT to facilitate contacts, to create a virtual work and learning support and to foster the exchange of experiences.

Main Activities:

a) Preparation and coordination activities: partner organisations specified strategies, working methodology and details of future activities.



b) Local activities I: definition of sport situation in each country, mapping and meetings with stakeholders, identification of good practices, diagnosis and delimitation of priority profiles and learning needs.

c) Seminar in Málaga: two participants for each partner organization participated, presenting the results of Local Activities I, exchanging good practices and tools, improving their pedagogical competences and designing and put into practice new activities where sport is a tool for gender equality, inclusion and culture of peace.



d) Local Activities II: implementation of the four workshops about social pedagogy, inclusion and social transformation, healthy lifestyle and risk prevention and cooperation and culture of peace. Visibility activities with local population.

e) Project results: creation of the two main intellectual outputs of the project (video and booklet). Local conferences for presenting project results and multiplier event in Málaga.

ORGANIZATIONS:

ASOCIACIÓN INICIATIVA INTERNACIONAL JOVEN (Málaga, Spain)

It's a non-profit organization located in Málaga, founded in 2003 by a group of young people who, after participating in international activities and programs, recognized the need to contribute to the integral development and improvement of the quality of life of citizens, mainly young people and professionals working with them. From its beginning, its main aims are:



- To promote the creation of plans, programs and projects that benefit young people;
- To improve the training of youth professionals and responsible, young people and other people and entities involved;
- To increase existing knowledge about youth;
- To carry out actions and activities that promote inclusion, gender equality, culture of peace and social transformation.
- To contribute to the development cooperation of the most disadvantaged countries and most needy sectors of the population.

To achieve these objectives, AIJ carries out studies, activities, training courses, etc. also in cooperation with other public and private institutions. The association and its members have participated in different projects and we have a large experience as applicants, coordinators and trainers in long-term projects, training courses, seminars, training courses and youth exchanges at local and mainly international level. They have a wide experience in projects that develop competences, youth work, innovative methodologies and social inclusion.



COMUNE DI SAN VENANZO (San Venanzo, Italy)

San Venanzo is located in central Italy and it is one of the municipalities of the Middle Valley of the Tiber River. Its economy is based on small and medium agricultural enterprises, on biological products and on tourism. Among

the main activities that the municipality of San Venanzo offers, we have: promotion of social inclusion and right to culture, education and training at all levels, inclusion of less advantaged people and promotion of intercultural dialogue, linguistic diversity as well as the territory. The City Council promotes and collaborates in the realization of different sports and socio-cultural activities, with specific attention to people who have any kind of disability. The municipality of San Venanzo and its members have experience in participating to local, national, and European projects involving young and adult people.

ISTANBUL KOLEKTIF SANATLAR KULTUR DERNEGI (Istanbul, Turkey)

IKOS is an organization founded in the year 2010 in Istanbul. Its members and professionals organize different activities and projects about culture, intercultural dialogue, artistic expression and sport activities. Through these activities, the members of this organization foster democratic values and principles, active participation in the society, the importance of volunteering, democracy and tolerance. The main target group of the association is young people. In their activities, they use a methodol-



ogy based on experiential learning. Since its foundation, the members of the association have developed and taken part to different European projects and activities mainly under the Erasmus+ programme of the European Union.



MEZINARODNI VZDELAVACI CENTRUM GEMS (Prague, Czech Republic)

International Educational Centre GEMS is an organization located in Prague. Since its very beginning its main objectives are: favouring the comprehensive development of people, especially young people; promoting the European awareness and European feeling among people through intercultural, social, and sport activities; developing activities and/or projects which promote healthy lifestyles and positive attitudes among young people; fighting against social inequality, unemployment and inequalities. The main target groups of the organization are adolescents and youngsters between 13 and 30 years old. The association has experience in youth projects and in the field of international cooperation.

SVEIO KOMMUNE (Sveio, Norway)

Sveio is a village located in a rural area in the Western part of Norway. It has a population of approximately 5.600 inhabitants. Among the activities that the municipality of Sveio offer, we can mention: promotion of social inclusion, educational, social, and sport activities; promotion of intercultural dialogue, linguistic diversity, and promotion of tourism and activities or projects based on social entrepreneurship. Although it is a small town, Sveio has many sport infrastructures: socio-cultural centres, a new sport hall, a golf course and different sport facilities for outdoor sports, such as hiking, rafting, canoeing. The City Council has experience as applicant and as partner in Youth in Action and Erasmus+ projects.



Sveio kommune



BENIAMINEK 03 (Starogard Gdanski, Poland)

Beniaminek 03 is a sport club that was founded more than 10 years ago. It is located in Starogard Gdanski, a town in the north of Poland. The main sport activities that are practiced are: football, volleyball, equitation, boxing, kick-boxing, ping-pong and tennis. The main users of the sport club are children and adolescents between 6 and 18 years old, as well as adults from all over the district. The club has around 600 active members who promote sport activities. Additionally, the club promotes healthy lifestyles, peaceful behaviours among its members, teamwork, cooperation, the respect of norms, volunteering, etc.



ACTIVITIES AND PHASES

PREPARATION AND COORDINATION MEETINGS

During this first phase of the project, partner organisation we specified strategies, working methodology and details of future activities (agreements, evaluation tools, monitoring systems, visibility and dissemination activities, etc.). A detailed presentation of the whole project was created and shared with partner organisations so they were able to implement all the activities on the correct way. Online communication, through e-mails, video call and video chat, and meetings in the framework of other activities, gave us the possibility to solve doubt and answering questions about project implementation.

Moreover, one worker of Iniciativa Internacional Joven participated in a kick off meeting in Brussels with professionals and officers of the Education, Audiovisual and Culture Executive Agency of the European Union.

LOCAL ACTIVITIES I

DIAGNOSIS AND DEFINITION OF THE SITUATION OF SPORT IN EACH COUNTRY

Each organizations of the project analyzed the situation of sport in its own country and in the area where they are located. Each paper includes similar information about main sports practiced in each country, main sport events and competition, situation of sports facilities, bureaucratic organization of sport in each country and how sport is used as an educational tool for values education.

SPAIN

Introduction

Since the approval of the current Spanish Constitution of 1978, the importance of sport inside our society is recognised. Before the approval of the Law 13/1980 about Physical Culture and Sport, sports activities were spontaneous social initiatives, free of any kind of public intervention, except for the legislation about public order and the Law of Physical Education approved in 1961, although it was inadequate and there was an undue connection with the political forces that were governing the country.

In 1980, the growth of the importance of sport in qualitative and quantitative terms, its connection with the comprehensive development of people and its significance for the quality of life, as well as for fostering citizen participation, led public authorities to consider sport as a new public service and to promote its practice.

In 1990 a new Law on Sport has been approved and it is the current legal framework existing in Spain. "The practice of sport is free and voluntary. As a fundamental element of training and comprehensive development of the personality, it constitutes a cultural manifestation that will be protected and fostered by public powers of the State" (Art. 1, Law 10/1990, of 15th of October).

Law 5/2016, on Sport in Andalusia, of 19th of July, declares that "sport is a universal language and a synonym of peace that is configured as one of the most important, influential and significant social phenomena of today's society". "Sport in Andalusia is considered an activity of general interest that fulfils social, cultural, education and health functions".

Sports practice

According to official statistics, 53,5% of the population over 15 years old practiced sport in 2015 and most

of them (86,3%) at least once a week. Significant differences can be observed by gender showing that sports practice remains higher in men than in women (in weekly terms: 50.4% compared to 42.1% in women).

In 2015 the total number of registered sports licenses was 3,502 thousand, however if the results are broken down by gender, notable differences can be observed because 78,5% of registered licenses correspond to males and 21,5% to females. Four autonomous communities (Catalonia, Andalusia, Madrid and Valencia) represent a concentration of 55% of sport licenses.

If we consider the situation of Andalusia in the last 5 years, the rate of weekly sports practice has increased 12,1 points, reaching 45,7% of total population, that represents more than 3,8 million Andalusians over 15 years old are engaged in some kind of sport activity at least once a week.

The study "Habits and attitudes of the school age Andalusian population with respect of sport" states that during the year 2016 the percentage of school age Andalusians who practiced sport or physical activity, at least once a year, in non-teaching hours, was 85.1%. Even if this is a quite positive fact, since it indicated that the majority of Andalusian schoolchildren had some contact with sport during the year, this rate in 2011 was higher (88,7%). However, if we go deep with our analysis, we can see that more than half of Andalusian schoolchildren practices sport on a regular basis, three or more times a week. Seven out of ten schoolchildren that practiced sport or physical activity in 2016 did it in an organized way, with an instructor and on a weekly schedule.

Sport practice in Andalusia varies according to different variables such as gender, age and geographical environment. Gender and age are the ones that most influence practice rates, because the girls' practice rate (80,6%) is about nine percentage points lower than that of boys (89,4%). By age, the highest sports practice rates can be found between ten and thirteen years old, reaching values above 88%. However, from that age, we can see a gradual decrease.

Taking into account the size of the municipality, the highest levels of sports participation are in the smaller municipalities. If we consider Andalusia, the provinces of Málaga, Cordoba and Huelva are the ones with higher sports rate.

Finally, according to 2016 Sports Statistics Yearbook, 81.7% of the Spanish population attended a sporting event in person or accessed one through audio-visual media at least once a year.

Sport organisation

Article 43.3 of Spanish Constitution affirms that "The public authorities shall foster health education, physical education and sports. Likewise, they shall encourage the proper use of leisure time". Law 10/1990 of 15th of October regulates the legal framework of sport in Spain, together with the Royal Decree 1835/1991 of 20th of December.

The organization of sport in Spain is based on a system of mutual collaboration between public and private sectors. They both share responsibilities in the encouragement, promotion and development of physical-sport activities and practices.

Public Sector

- Consejo Superior de Deportes (National Sports Agency): it is responsible of sports inside the State Administration in compliance with Spanish Constitution. It's an autonomous and administrative organism, affiliated to the Ministry of Education, Culture and Sport. It is regulated by Law 10/1990.

- General Directorates of Sports of the Autonomous Communities: the functions and competences for the promotion and development of sports policy in the Spanish Autonomous Communities are established in the respective Statutes of Autonomy and other sports regulations existing in each Community and valid in its territory. The sports legislation of each Community are different, however, among the most common recognized powers, we have the construction and management of sports facilities, the coordination of Sports Federations of regional territorial scope, the promotion of sports associations, training of coaches and sports animators and sports in schools.

- Local authorities (basically City Councils) are the main managers of public sports services and in charge of development and promotion of grassroots sports in the local area. In case of municipalities, these competences are usually channelled through municipal sports services or societies.

Private Sector

- Spanish Olympic Committee: it is a non-profit association declared of public utility, whose main aim is to develop the Olympic movement and the diffusion of the Olympic ideals. It represents Spain inside the International Olympic Committee (IOC).

- Spanish Paralympic Committee: it's constituted in accordance with the principles and standards of the International Paralympic Committee.

- Spanish Sports Federations: they are private entities, with their own legal personality, integrated by the Sports Federations of the Autonomous Communities, clubs, sportsmen/sportswomen, coaches, judges, referees of a specific sports modality. Currently there are 58 Sports Federations in Spain. They manage, coordinate, promote and regulate each sports modality.

- Sports Federations of the Autonomous Communities: they represent Spanish Sports Federation in their respective Autonomous Community.

- Professional Leagues: they are part of the corresponding Spanish Sports Federation. They are integrated by the clubs that participate in their official competitions.

- Sports Associations: they are private associations made up of individuals or legal entities, whose purpose is to promote one or more sports modalities, sports practice of its associates and their participation in activities and competitions. According to the Law 10/1990, they are classified in elementary, basic or professional sports clubs or Sports Limited Companies.

The main features of the Law 10/1990 on Sport of 15th October are:

- The transfer of services and function from the State to the Autonomous Communities, with full powers on sports policies.

- Evolution of the professionalization of sport and its structures.

- Consideration of sport as a mass phenomenon.

- Municipalisation of sport as an instrument to bring citizens closer to sports facilities and to promote sports practice.

- Need to establish models of sports association based on the legal and economic responsibility.

If we consider the Autonomous Community of Andalusia the legal framework is established by article 72 of the Statutes of Autonomy and by the Law 5/2016, on Sport in Andalusia, of 19th of July. Sports institutional organization in the Autonomous Community of Andalusia we is divided into:

- Ministry of Tourism and Sports in the Administration of the Regional Government of Andalusia (Consejería de Turismo y Deporte – Junta de Andalucía);

- Deputy Ministry of Tourism and Sports (Viceconsejería);
- General Secretary for Sport (Secretaría General para el Deporte);
- General Directorate of Activities and Promotion of Sports;
- Andalusian Institute of Sports.

Andalusian Institute of Sports is an administrative body that belongs to the Regional Ministry of Tourism and Sports and it has powers throughout the territory of Andalusia, although its headquarters are located in Málaga. Its competences are:

- Giving sports special regime teachings;
- Sports training, study, documentation and dissemination of the sciences of physical activity and sport applied to Andalusia and research, development and innovation in the field of physical activity and sport;
- Management and control of tests for obtaining titles concerning boats and nautical motorcycles, issuing maritime identity cards and titles and the verification and monitoring of the requirements and conditions of training centres for nautical sports education;
- Regarding sports-recreational diving, the authorization of centres that provide training, the expedition of administrative titles and the recognition, approval and validation of certificates issued by other bodies or entities.

In Andalusia we can find 63 Sports Federations, 21.659 sports club and 516.258 sports licenses. The registration in the Andalusian Register of Sports Entities is an essential requirement for the constitution and recognition of sports entities and sections. The Register is public and everyone has the right to consult it. It's available on the internet.

Sport categories

According to 2016 Sports Statistics Yearbook, 81,9% of sport licenses registered in 2015 correspond to 16 federations (football, basketball, hunting, golf, mountaineering and climbing, judo, handball, tennis, cycling, volleyball, athletics, karate, swimming, paddle, fishing and Olympic shooting).

The sport with the highest number of sports licenses in Spain in the year 2015 is football (909.761, corresponding to the 26%), then, we find basketball (355.845) and hunting (333.974). If we analysis the same data by gender, the sports with highest number of licenses for men are football (829.220), hunting (331.796) and basketball (225.296), whilst for women we have basketball (130.549), golf (81.338) and volleyball (52.714). There are some sports where the presence of men is almost absolute (hunting: 99,3%, pool: 98,2% and pigeon-fancying: 96,6%), whilst in others we have majority of women (gymnastics: 90,4%, volleyball: 74,2% and dancesport: 69,4%).

However, in general terms, among the types of most practiced sport in weekly terms we can consider gym exercise (19.2%), running, cycling, swimming, bodybuilding and football.

Regarding fast-growing sports in Spain, we can mention padel. It is estimated that it is played by between six and 10 million people. The fact that the court is smaller than tennis and that many residential areas and/or buildings have their own courts have contributed to its development. Finally, we want to mention that the area where Málaga is located, called Costa del Sol (Coast of the Sun), is well-known worldwide for its golf courses.

During the year 2015 Andalusia was the second Autonomous Community with the highest number of

sports licences, being the first Catalonia. The total number was 516.258. 63% of sports licenses correspond to 4 federations (football, hunting, golf and basketball). Andalusia is the Autonomous Community with the biggest number of sports clubs. Comparing to the year 2014, 34 federations increase their licenses, one has no variation, and 28 loose licences. The federations with the highest increment (more than 100%) are deaf sports, motorcycling and pigeon breeding. There is also an increment in sports that are practiced outdoor such as triathlon (+89,8%), cycling (+19%), mountaineering and climbing (+18,6%) and winter sports (+8,9%). Gender gap is still existing in Andalusia, being 420.763 (81,5%) men and 95.495 women (18,5%) sports licences. Only in 6 out of 63 sports federations in Andalusia, women licenses are more than 50%.

Sport events and competitions

Spain has hosted many international sports events and competitions, such as the 1982 FIFA World Cup, the 1992 Summer Olympic Games in Barcelona, the 2007 and 2010 America's Cup, the 2010 UEFA Champions League Final in Santiago Bernabéu Stadium of Madrid, the 2013 World Men's Handball Championship, the 2013 World Aquatics Championships and the 2014 FIBA Basketball World Cup. Moreover, we can mention annual competitions such as La Liga of football, Liga ACB of basketball, Vuelta a España of cycling, Spanish Gran Prix of Formula One and Moto GP, Rally Catalunya and Madrid Open Masters of tennis.

If we consider Andalusia we can mention these important sports events that are annually organised:

- Vuelta a Andalucía (Tour of Andalusia) of cycling;
- Cross International de Itálica of cross country running;
- Horse races in Sanlúcar de Barrameda;
- Races of the FIS Alpine Ski World Cup in Sierra Nevada;
- Andalucía Valderrama Masters of golf in Sotogrande;
- Spanish motorcycle Grand Prix in Jerez de la Frontera;
- Andalusia Bike Race;
- 101 km of Ronda;
- Doñana Challenge of triathlon.

Among one-time events that have been carried out in Andalusia during the most recent years we can mention:

- FIS Alpine World Ski Championships 1996 in Sierra Nevada;
- 2001 World Rhythmic Gymnastics Championships in Seville;
- 1999 World Championships in Athletics in Seville;
- 2001 IBF World Badminton Championships in Seville;
- 2002 World Rowing Championships and ICF Canoe Sprint World Championships in Seville;
- 2002 FEI World Equestrian Games in Jerez de la Frontera;
- 2005 Mediterranean Games in Almería;
- 2008 European Water Polo Championship in Málaga;
- Different editions of Spanish Super cup of Basketball and Spanish King's Basketball cup in Málaga, Granada, Seville and Almería;
- 2010 Ibero-American Championships in Athletics in San Fernando;
- 2017 FIS Freestyle Ski and Snowboarding World Championships in Sierra Nevada;
- 2017 Summer Transplant Games in Málaga;

Regarding future events we have:

- 2018 European Water Polo Championship in Barcelona;
- 2019 UEFA Champions League Final will be hosted in the new Metropolitano stadium of Madrid;
- Málaga has been appointed as European Capital of Sport for the year 2020.

Sports facilities

Decree 144/2001, of 19th of June, on the Plans of Sports Facilities, approved in the framework of Autonomous Community of Andalusia, established that sports facilities are an essential element, not only for the exercise of sport, but also for the promotion and increase of sports practice. Plans have a very important role for increasing sports practice and for correcting existing territorial imbalances. According to the Decree, sports facilities are those spaces equipped with infrastructures suitable for the exercise of sport, in any of its modalities, as well as its auxiliary services essential for its operation.

Sports facilities in Andalusia are classified into:

- *Basic network*: formed by all sports facilities that are considered fundamental or minimum for the general sports practice, for sport connected with school age and local competitions.
- *Complementary network*: formed by sports facilities related to high level competitions, to peculiar and specific sports types, to qualified users.
- *Special network*: formed by high performance centres and sports technification centres, big sports facilities connected with natural environment, those that host unique activities for their territorial relevant impact.

The 10th of January 2017 the Government Council of Andalusia approved the formulation of a new Master Plan for Facilities and Sports Equipment of Andalusia 2017-2027, that is currently under development. The main purpose of the Plan is to organize and promote the sports facilities in Andalusia taking into account its structure, the needs of the population, the criteria of territorial balance, the existing generalization of the sport practice, the environmental protection.

For this reason if we want to consider the situation of sports facilities in Andalusia we have consider the former plan (Master Plan of Sports Facilities in Andalusia – PDIDA) that took into account the years 2006 to 2016, even if the diagnosis has been made more than 10 years ago and a new law on Sport has been approved in 2016. However, about the diagnosis we can mention that:

The basic network of sports facilities:

- It has a sufficient quantitative level, but not qualitative, as it lacks of diversity. In general, there is a low presence of indoor swimming pools, pavilions, indoor halls and athletics tracks;
- Sports facilities have a low level of complexity, having only a 5% more than 5 sports spaces on it;
- The average age of sports facilities is quite high.

The Complementary network:

- Its total number is correct, except for athletics tracks that should be implemented;
- There is a medium-low level of diversification, although the provision of new sports spaces should be linked to the promotion of those associated sports;
- The average age is quite high, which should be corrected through a modernization programme.

The Special network:

- There are many sports facilities connected with natural environment in Andalusia, with a large power of attraction;
- The provision of equipment for high level sports practice is also significant, with high performance centres of Sierra Nevada and Seville that are important also at national level;
- There is an importance presence of sports facilities connected with traditional sports of the Autonomous Community of Andalusia;
- A focus should be put on the modernization of these facilities as they must offer the highest level of service and the latest advances in sports technology.

For addressing it, the Plan establishes that it's necessary the creation of new sports facilities, the modernization of the existing ones, the improvement of football fields with artificial grass, the development of a programme for sports diversification and for connecting tourism and sport, the adaption of natural recreational areas, the equipment of high level sports facilities and the training of top level sportsmen and sportswomen.

On the webpage of the Ministry of Tourism and Sports of Andalusia, it is possible to find all sports facilities currently existing in all the municipalities of Andalusia. The total amount is 15.517 (information updated on 11/10/2016), being Málaga the province with the highest number (3.673). The Andalusian Inventory of Sports Facilities is the tool created by the Public Administration of the Autonomous Community of Andalusia for providing information about sports facilities.

On the national level there is not updated information and, according to the 2016 Sports Statistics Yearbook, the last census for all Spain has been done in 2005 and the total amount was 642.353 sports facilities, being Andalusia and Catalonia the Autonomous Communities with the highest number (more than 12.000 each) followed by Castilla and León (7.933) and Community of Madrid (6.524).

Sport in education

Physical Education is included as a compulsory subject in the formal education system. In Andalusia the class schedule in primary and secondary school includes two hours per week for Physical Education. In other Autonomous Communities of Spain the number is similar, reaching 3 hours in Canary Islands and Ceuta and Melilla. Castilla-La Mancha and Extremadura established 3 hours only in 1st, 2nd and 3th of Primary School. Two hours is the minimum for the whole Spain. However, it's important to underline that, according to the law, each school can decide to make this number higher or establish that each hour/session is not of one hour but of 45 minutes.

According to the Order of 17th of March 2015 that develops the curriculum corresponding to Primary Education in Andalusia (BOJA 27-03-2015), the main purpose of Physical Education is to develop motor skills of students and its teaching should promote and facilitate that students feel good with their body, the improvement of their living conditions and leisure time, as well as establishing interrelations with others. An essential element of Physical Education is providing a healthy lifestyle to students so they feel satisfied with their own body identity, which will be a way for expressing and communicating with themselves and with others. In the same order it is stated the importance of the development of education values such as cooperation-collaboration, co-education, solidarity and equal opportunities. Starting from the design, development and evaluation of cooperatives and cooperative-opposition activities and games, the participation of students in equal conditions, reducing the competitiveness and increasing autonomy of students, as well as their creativity, will increase. If we consider the contents, they are divided into four different parts:

1. The body and motor skills. Self-esteem, self-knowledge and comprehensive development of students are considered.
2. Healthy lifestyle and security.
3. Corporal expression and artistic creation. The movement as a tool for communicating and expressing with creativity and imagination.
4. Games and sports as cultural and social manifestation of human motor.

Concerning the methodology, teamwork, comradeship and cooperation are taking into account as well as collaboration, fair play, autonomy and problems-conflicts resolution.

Within the post-compulsory education and the Vocational Education and Training system there are some degrees and qualifications that are connected with sport, in particular:

- *Advanced vocational qualification*: Senior technician in physical and sports activities animation.
- *Medium vocational qualification*: Technician in running physical-sports activities in natural environments.
- *Special regimen sports schools*: they can be of medium or high level and one for each type of sport, however not all of them they have an official title. These qualifications are given by private centres or by the Andalusian Institute of Sport that is the only public centre in Andalusia.

Within the higher education system (Universities) in the whole country there are different degrees and post-degrees connected with physical education and sport. In Andalusia the University of Granada and Pablo de Olavide of Seville have a Faculty of Sports Sciences, whilst University of Huelva has a Faculty of Education, Psychology and Sports Sciences and the others include the studies connected with sport in the faculties of Education Sciences or Medicine.

If we consider the public system of Andalusia, we can find:

Official Degrees:

- Physical Activity and Sport Sciences (University of Granada, University of Cádiz, University of Huelva, University of Seville, University Pablo Olavide of Seville and University of Almeria)
- Physical and Sport Education (University of Seville)
- Primary Education. Specialization: Physical Education (University of Córdoba and University of Málaga)

Official Master:

- Physical Activity and Sport Research (University of Málaga, University of Almeria, University of Huelva, University Pablo Olavide of Seville and University of Granada)
- Physical Activity and Health (University of Cádiz and International University of Andalusia)
- Research and Teaching in Physical Activity and Health (University of Jaén)
- Teaching for Compulsory Secondary Education, Baccalaureate, Vocational training and Language schools. Specialization: Physical Education (University of Granada, University of Cádiz, University of Jaén, University of Málaga, University Pablo Olavide of Seville and University of Huelva)
- Physical Activity and Quality of Life for Adults and the Elderly (University of Seville)

Non-official Degrees and Masters:

- Personal Training (University of Granada)
- Sports Management (University of Granada and University of Almeria)

The same universities offer also complementary training courses in topic related to physical education and sport.

If we understand non-formal education as all those educational activities that take place outside the formal education system, but having a pedagogical structure, program of activities, learning aims and the intention of the person in learning, we can find a great variety of federations, clubs and sports associations. However, we cannot ensure that all of them use methodologies framed in non-formal education, such as learning games, dynamics, role-playings, etc. It is a fact that sports training is experiential and based on learning by doing.

In Andalusia, that is the territorial area where we are working, we have 63 registered Federations, about 23.500 Sports clubs, and around 6.000 Sports associations.

- *Sports federations*: they are non-profit private entities, whose purpose is to practice, develop and promote the different sports modalities that are specific to each one of them. They have delegated public functions, so they are agents collaborating with the public administration.
- *Sports clubs*: they are non-profit private entities, among their aims it is included the practice of sport by their associates or members. They can develop competitive sport, in which case they must be registered in

the corresponding sport federation or they can develop leisure sport.

- *Sport associations*: they are non-profit entities that can have many different purposes than practicing sports. If they only consider the practice, they would be clubs. Actually, clubs are a particular type of association, but because of their particular features they differ from associations in general. Examples of sports associations are the ones of football fans, who meet for watching football or supporting a team.

In most of these entities, in order to be able to participate in the activities they organize, it is compulsory to be associated and pay a monthly, quarterly or annual fee, which allows someone to be a beneficiary of the activities, trainings and events that are organized.

Andalusian sports federations must be recognized and accredited by the National Federation, in order to be able to provide official trainings in the educational field. In the majority, these trainings are denominat-ed federal trainings, where a diploma is provided, and it is a training for coaches and monitors of the cor-responding modality. The methodology used in these trainings depends on the Federation and in many cases on the own trainer, therefore we do not have the certainty in how many of them the principles and methodology of non-formal education apply and in which, not.

Values education through sport

The Regional Ministry for Education promotes a program called “sports schools”, whose main purpose is to offer students of public schools of Andalusia, in out-of-school time, a multi-sports offer, focusing on values education and comprehensive development of students’ personality, providing social skills and compe-tences. For that, it’s necessary a diagnosis and analysis of each reality and the adaptation of the contents and offer. Among the specific objectives of the program we can mention some of them that are connected with values education:

- Reinforcing, through sports, the acquisition of positive attitudes and values, allowing participating stu-dents, to stimulate and reinforce their social skills. The practice of physical activity will lead to education in tolerance and respect for diversity, solidarity, fellowships and fair play, overcoming, culture of sacrifice and commitment, cooperation, teamwork, esteem for adversary and referee-judge, respect for natural en-vironment, co-education and gender equality.
- Contributing to good school coexistence through the knowledge and appreciation of multiculturalism and individual differences coming from the psychic, physical and social conditions of students, as a funda-mental aspect of personal and social growth.

In the Decalogue for values education through school sports, there are different mottos used for encour-aging students participation. Among the most significant for our text we have selected:

- Sport is part of your education. Take the opportunity to grow up as person through its practice;
- We are all equal; also in sport. We can practice the same sports without discrimination;
- Diversity enriches sport; appreciate the features of your mates and learn the best of each of them;
- Respect rules and participants; play fairly, only like that the game have sense and it will be fun;
- Enjoy the daily practice of your favourite sports; exert yourself in trainings. Perseverance and self-im-provement will help you to become a better athlete.
- If sports in school delight you, you will practice it during your whole life: from sport in school to sport forever.

Among other existing program in Andalusia for values education through sport we have the Olympic at school program. It’s leaded by Fundación Andalucía Olímpica and the main purpose is to spread the values of Olympism among Andalusian schoolchildren between 6 and 14 years old. In particular, respect for fun-damental ethical principles, self-respect, fair play, self-improvement spirit, willpower and courage, good example, equality and justice, peace and friendships among all cultures and peoples and self-realization. For achieving this aim, every participating school have to carry out specific activities using given training

materials and after analysing final reports and results, some schools are selected for taking part in the school Olympics.

In the city of Málaga, Municipal Sports Games are carried out each year. Among its objectives we have:

- Making possible the enrichment of individual and collective relationships;
- Informing citizens of the importance that every person has to perform a regulated physical activity, as a complement to the development of a healthy lifestyle;
- Achieving the recognition of sports educational values on a physical and psychic level for the development of personality among parents, coaches, delegates, participants and citizens in general.

In the same order it is stated the importance of the development of education values such as cooperation-collaboration, co-education, solidarity and equal opportunities. Starting from the design, development and evaluation of cooperatives and cooperative-opposition activities and games, the participation of students in equal conditions, reducing the competitiveness and increasing autonomy of students, as well as their creativity, will increase. If we consider the contents, they are divided into four different parts:

1. The body and motor skills. Self-esteem, self-knowledge and comprehensive development of students are considered.
2. Healthy lifestyle and security.
3. Corporal expression and artistic creation. The movement as a tool for communicating and expressing with creativity and imagination.
4. Games and sports as cultural and social manifestation of human motor.

Concerning the methodology, teamwork, comradeship and cooperation are taking into account as well as collaboration, fair play, autonomy and problems-conflicts resolution.

Iniciativa Internacional Joven

Since its foundation in 2003, Iniciativa Internacional Joven, has the mission of contributing to the comprehensive development and improvement of the quality of life of citizens, especially young people and professionals who work with them. It wants to be a reference organization for youths, institutions and professional youth workers, both locally and internationally, for providing opportunities and real alternatives that contribute to their comprehensive development and thus building a fairer, more peaceful and solidary society. Promoting the creation of plans, programs and projects that have a positive impact on young people and enhance inclusion and development of citizens at different levels are ones of the main aims, as stated in the Statutes.

To achieve these objectives, it carries out studies, researches and activities to improve employability and the development of key competences, it cooperates with other public and private institutions to create youth projects and programs, as well as it creates and organizes training courses and guidance on areas of interest.

In the organization, since its beginnings, sport has been used as an educational tool, because through it, it can contribute to the integral development of the collective with which they work mainly teenagers and young people.

From a holistic perspective, sport helps the physical, mental, emotional and spiritual development, contributing in people who are practicing it, to have a good self-esteem, positivity, motivation, etc. All these conditions are very important for people to feel better with themselves, as well as, they can work on other aspects such as the values that construct human beings and citizens for which the organization works.

Through sports activities, they promote cooperation, the idea of win-win, teamwork, respect and toler-

ance of differences, equality between men and women, etc. The methodology that it is used is based on non-formal education, through the design of learning games that are based on sports activity. They work different contents and topics in a nice, funny, and very experienced way, so they get young people reflecting, changing prejudices, stereotypes, behaviors and attitudes.

Conclusion

Sport and physical activities are part of everyday life of people from all ages, even if sedentary habits are growing up. Spanish Constitution recognizes the importance of sport in our society and public institutions have the power to promote it through public policies, construction of sports facilities, support to sports federations and clubs, as well as through the organization of sports events.

Sport is also a valuable tool for education and spreading values such as cooperation, tolerance, teamwork and respect. Sports professionals we have to focus our work on values education and comprehensive development of participants. The use of a methodology based on non-formal education can facilitate and promote it.

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ITALY

Introduction

Italian sports tradition is almost as long as its history: in almost every sport, both individual and team, Italy can boast many successes. But almost all the victories in team sports remain a male prerogative.

Sports practice

ISTAT (National Institute of Statistics) data describe how, from 2013 to today, the culture of Italians in sports practice has changed. The number of people practicing sport has increased considerably in all age groups, in both genres and in all regions, reaching record thresholds over the historical series surveyed annually by Istat.

The percentage of Italians over 3 years of age declaring to practice sport in their free time has reached 25.1% in 2016. If we consider those who practice sport occasionally, we get 34.8%. The percentage of sports participants has increased by one and a half over the past year and by 4.2 points between 2013 and 2016, increasing of about 1.4% per year. In absolute terms, from 2013 to 2016, two million and 519 thousand Italians approached sports practice.

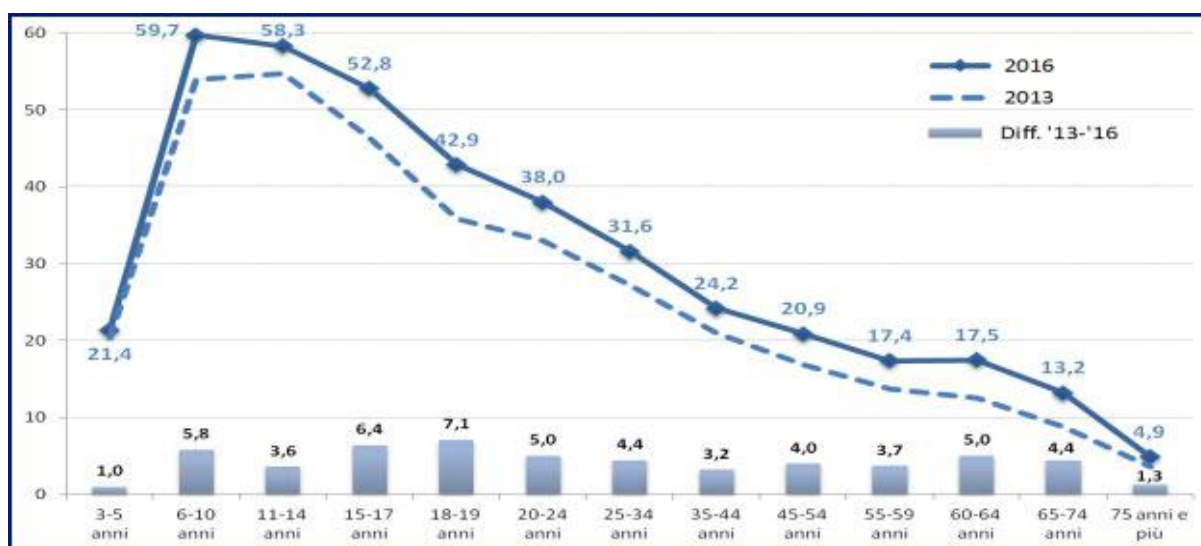
Altogether, the active population in Italy is made up of 35 million 593 thousand individuals who carry out one or more sports or some physical activity in their free time.

In particular:

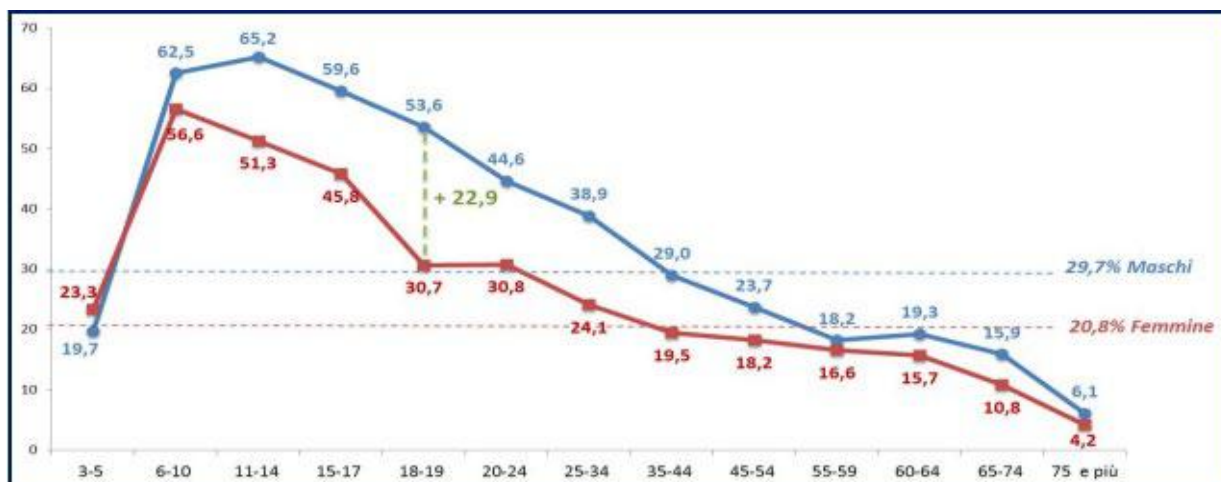
• *People (over 3 years old) claiming to practice sports:*

Percent values	2013	2015	2016
Continuously	21,5	23,8	25,1
In a random way	9,1	9,5	9,7
Just some physical activity	27,9	26,5	25,7
sedentary	41,2	39,9	39,2

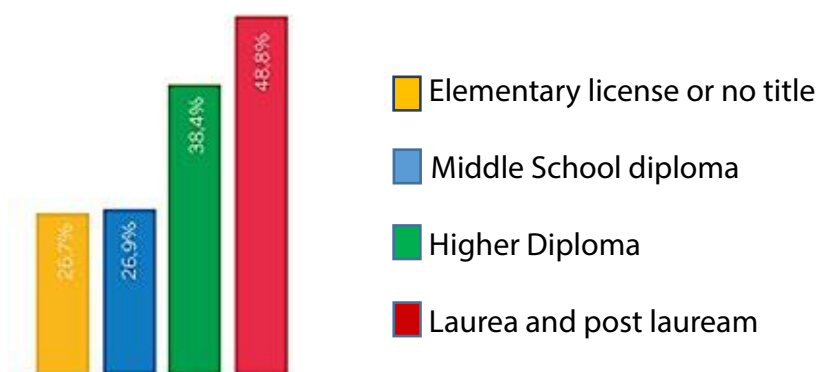
• *People who practice sports activities for age groups:*



• People who practice sports by gender:



• People who practice sports by title of study:



Generally, in Italy, sports trainings take place mainly at school; in Italy, however, only two hours per week are dedicated to physical education.

Sport is therefore mainly practiced outside school, in leisure time; there are usually private sports associations that deal with children's training.

The sport most followed and practiced by adults and teens in Italy is football, which receives even greater attention from television and newspapers.

Usually the girls do not like football as their mates; many of them have practiced dance and gymnastics since childhood.

A sport loved and practiced by everyone is swimming; cycling, tennis, volleyball, basketball, athletics, and martial arts such as karate or judo are also popular.

During the winter season many people visit ski resorts where they can go skiing.

In adulthood, many Italians go to the gym: since the 1980s sports clubs, where physical activity takes place in a closed place, have been used; often these places also offer pool, massage, sauna and other activities aimed at relaxation and well-being.

Sport organisation

Sports practices are under the jurisdiction of the Ministry of Sport. The current Minister is Luca Lotti, who uses some bureaucratic bodies for the control and management of the activities. The most important of these are:

- "Office for sport": carries out legal and administrative duties, study and investigation of the acts relating to the performance of its functions. It proposes, coordinates and regularizes, administrative and cultural initiatives related to sport; the office is also responsible for international relations with sports bodies and institutions, with special regard to the European Union, the Council of Europe, UNESCO the World Anti-Doping Agency (WADA), sports organizations and others actors;

- On the other hand there is a small but thick network of offices that collaborate with the previous one. Sports federations are organized according to a pyramid hierarchy; at the top there is CONI (Italian National Olympic Committee): its aim is to organize and strengthen national sports, in particular the preparation of athletes in order to participate at the Olympic Games and all other national or international sports events.

After that, there are about 45 national sports federations recognized by CONI and several associated disciplines and promotion bodies.

Sport categories

This list, published by Italian National Olympic Committee, refers to a survey made by National Institute of Statistics.

#	Sport	Participants
1	Football (including futsal)	4.363.000
2	Aquatic (water) sports	3.480.000
3	Gymnastics (including physical education)	2.204.000
4	Skiing	2.060.000
5	Cycling	1.321.000
6	Tennis	1.298.000
7	Volleyball (including beach volley)	999.000
8	Athletics (including road running)	995.000
9	Basketball	606.000
10	Bodybuilding (including physical fitness)	555.000

- *Football*: it is the most popular sport in Italy. The Italian national football team has won the FIFA World Cup four times (1934, 1938, 1982, and 2006). "Serie A" clubs have success in the Champions League (formerly the European Cup), the premier European club competition, winning it twelve times.

- *Aquatic (water) sports*: Among the more popular we can find:

- o Swimming;
- o Synchronized swimming;
- o Diving;
- o Free-diving;
- o Sailing;
- o Boat racing;
- o Rowing;
- o Water skiing;
- o Surfing;
- o Water basketball;
- o Water polo.

– *Cycling*: it is a well-represented sport in Italy. Italians have won the World Cycling Championship more than any other country, except for Belgium. The “Giro d’Italia” is a world-famous long-distance cycling race held every May, and constitutes one of the three Grand Tours, along with the Tour de France and the Vuelta a España. It lasts approximately three weeks.

– *Basketball*: Italy is one of the main basketball nations in Europe, along with Spain, Serbia, Greece, Slovenia, Lithuania, Croatia, Russia, Turkey, and France. It has a long and rich tradition. Italian national basketball team’s best results were gold medal at Euro Basket 1983 and Euro Basket 1999, as well as silver at the Olympics in 1980 and 2004. Until the 2000s, the Italian League was considered the strongest domestic league outside of North America. It has recently been overtaken by the Spanish ACB, but it is still one of the top leagues in Europe.

– *Skiing*: Alpine skiing is a very popular sport in Italy, with more than 2.000.000 skiers, most of them in the northern regions near the Alps and in the central province near Apennine Mountains.

– *Tennis*: Tennis has a significant public, in tennis courts and on television. Italian professional tennis players are always in the top 100 world’s ranking of male and female players. Beach tennis with paddle racquet was invented by Italians, and it is practiced by many people across the country. Italy won the Davis Cup in 1976 and the Fed Cup in 2006, 2009, 2010 and 2013.

– *Athletics*: it is a popular sport in Italy, because Italian World or Olympic champions are very celebrated. There are many national and international events every year.

– *Volleyball*: it is played by a lot of amateur players. Professional players compete in the Italian Volleyball League, regarded as the best and most difficult volleyball league in the world. The male and female national teams are often in top 4 ranking of teams in the world.

– *Bodybuilding*: In Italy, bodybuilding is at the 10th place in the ranking of most popular sports, even considering the high number of people who engage in body building gym, as amateur, just to keep fit.

– *Formula one*: Italians have a great passion for their motorsport, and their F1 team Ferrari has had great success over many years as the team started at the very beginning, in the 1950s. Ferrari won 16 constructors’ championships and 15 drivers’ championships.

Sport events and competitions

The most important events hosted in Italy, mainly concern the sports listed above.

In particular:

- *Football*: Italy hosts well-respected events such as the Serie A Championship, Italy Cup and, occasionally, hosted events such as the Champions League final. In 1934 and 1990 Italy hosted World Cup finals.
- *Volleyball*: it hosts the Italian league “Lega Volley”, Italy Cup and matches of Champions League.
- *Tennis*: The most important event is the tournament called “Internazionali BNL d’Italia”, which takes place in Rome at Foro Italico.
- *Cycling*: the most important race is “Giro d’Italia”, which normally ends in May.
- *Motorsport*: Formula One and Moto GP host some races in Italy; the most famous circuits are Mugello, Imola and Monza.

Some Olympic games have been hosted in the country: 1956 Winter Olympics in Cortina d’Ampezzo, 1960 Summer Olympics in Roma, of Rome and 2006 Winter Olympics in Torino.

Sport facilities

As a result of the last analysis, over 11.500 sports facilities analysed, most of them have modern and state-of-the-art facilities, while others are still underdeveloped and are the result of wrong investments.

As already mentioned, CONI is concerned with the management of sports facilities.

They have to comply with a set of standards ranging from conforming to hygienic and sanitary standards, standards for the necessary equipment, and more meaningful rules, such as the use of facilities by athletes with disabilities.

As far as the financial management of the plants is concerned, Italy has low-cost cities for sports facilities. For this reason, FIGC has included two new financial programs in sports plants:

1. *Project "1,000 cantieri per lo sport" – "1,000 building sites for Sport"*: jointly developed by the Presidency of the Council of Ministers, Anci and the Institute for Sporting Credits and concerning the interventions of modernization and renovation in the sports areas of the school. The project envisages two phases in which over € 200 million will be earmarked to finance interventions in sports facilities in 729 school and other extracurricular schools

2. *The introduction of the Guarantee Fund at the Institute for Sport Credit*: With the activation of this fundamental tool, access to credit will be easier for the entire Italian sports system: the Fund will take risks up to a maximum of 60% of the total funding required (for a total not higher to € 1.500.000). It can be used for all financing operations of a duration of more than 18 months and not exceeding 15 years.

Sport in education

Sport can be seen as a method of learning and integration.

In Italy sporting practices take greater importance outside the school context where they only have a marginal role with about two hours of sport training per week. Generally, those two hours are aimed to increase teamwork and learn to trust their school mates.

In university environments, however, tournaments are organized between universities of various regions, mainly sports such as volleyball, rugby and football.

However, a true sport discipline is taught by the coaches (regardless of the sport) within the playgrounds. In this environment, the coach replaces the parent and the teacher, initially teaching respect for the rules and for the coach, then his activity will be real training.

Values education through sport:

Through sport, whether it is proposed in a formal or informal education context, some very important values for practitioners are transmitted (or are still trying to convey).

Many of these are transmitted by the coach, who in turn must have followed a training course that has transmitted basic principles and qualities.

Eg:

1. Self-confidence;
2. Altruism;
3. Respect;
4. Solidarity;
5. Determination;

6. Resilience;
7. Confidence;
8. Commitment;
9. Individual and collective responsibility;
10. Friendship;

In addition, a good coach must have the predisposition to the ethics of hard work: the only one who can train a person to the role of leader, that is what differentiates a coach and a normal trainer.

In particular, classroom Coaching must have:

- Teacher's competence on the subject and effectiveness of teaching language;
- Teacher's competence in following the students' work, assigning tasks, exercises, correcting;
- Competences in taking care of the students and their learning process;
- Teacher's competence to check and evaluate the student

In conclusion we can state that this figure assumes a true mentor configuration, which is chosen by the educator as a reference. No institutional constraint or obligation defines the mentor's educational relationship. Mentor is a safe guide for sport, a pedagogical device with whom to trigger a profound change in the subjects involved. As a result, anyone who practices sports activities will assimilate his coach's teachings and implement above all those values that relate to teamwork and fair play as a form of social collaboration.

Sports loyalty as a form of social collaboration (Fair play):

The idea of sport as social collaboration goes beyond an agreement to play respecting the rules; it concerns a lifestyle in which athletes find values, cooperation, and satisfaction. It is a sincere commitment to the values of friendship, brotherhood and promoting social relationships in sporting participation. Connected to this, there is the theme of inclusion rather than selective exclusion for the technical result: the social aim of sporting practice is prevalent in performance. Many events are sponsored in this regard. Obviously, the most famous is the organization of Paralympics (Rome and Turin), which put on the same level athletes with different disabilities, in order to enhance what is the principle of equality.

Other events:

1. *"Sport and Inclusion"*: a seminar organized by the University of Milan, which focuses on the development of sports topics in the field of education and provides testimony for professional athletes and teachers
2. *"Play for Inclusion: Sport as a Social Inclusion Tool"*: sponsored by the European Union through the Erasmus + Program, consists of a series of sports activities aimed at promoting sport as a means of involving marginalized children and society.

Italy participated through the Beato Borders Association of Corato (Puglia); Such events were held at the end of a training course in Nis, Serbia, involving various associations from countries such as Bosnia and Herzegovina, Albania, Bulgaria, Macedonia and Greece.

3. *"Bambino Gesù"* Pediatric Hospital in Rome has been active for several years with the "AITA Onlus Project" for social inclusion through sports and recreational activities; it has recently received an important award for its Summer Camp model for children with autism and normotypics, winning the OSO (Every Sports Out) Competition of Vodafone Foundation. The campus is a playful environment where no competitive and competitive conditions are created, having the ultimate goal of creating a global state of well-being.

The municipality of San Venanzo

The municipality of San Venanzo is active on the theme of sport as a form of inclusion and social integration. It promotes with good periodicity, promotional activities related to relevant events that deal with the issues in question.

To name a few of them:

- Each year the Municipality of San Venanzo organizes an edition of a sports event linked to the theme of disability, the name being "Sport and Integration". This was the year of "Free Wheel".

Day 1: a race from Marsciano to San Venanzo, 12 kilometres uphill road, ridden by the Volunteers of the sports association "Free Bike" and a wheelchair disabled athlete, Luca Panichi.

At the arrival, an official ceremony took place.

Day 2: there was a basketball match organized in the public gardens with disabled and non-disabled children, all riding their wheelchairs. At the ceremony at the end of the event was invited the Regional Counselor for Social Policy, the president of Perugia County, the representatives of all 8 Municipalities of Media Valle del Tevere and the Italian Association Against Multiple Sclerosis (AISM). Furthermore the event included a "Blind Race", bandaged people, guided by their "coach" ran into a race along the town's streets, as they were blind. At the end the winner was symbolically awarded.

In July 2017, the Municipality of San Venanzo signed a protocol of interest with other Municipalities, with the Region of Umbria and with INAIL (Italian National Institute for Accident and Insurance at Work) in order to transform this event "Sport and Integration" into a more Important for our region: "The white night of paraolimpionic sport". It is an engaging event, that creates fun and aggregation for all.

- Every year the Municipality organises a swimming course for children of Kindergaten in winter (3-6 years old) in Pantalla and for the Primary school students in summer (6-10 years old) in San Venanzo swimming pool. In particular, the summer course is one week of intensive activity in the swimming pool park of San Venanzo, combining sport activities (swimming and other sports) with activities in the nature. This is to promote sport and environmental education, respect for the landscape, preservation and sustainability. During the week, local associations organise special events for children, to contribute to their aggregation. Among them, Pro Loco and University of the third age. The students' parents are invited to participate in the last day of the event, so that the initiative can be shared in the community.

- The Municipality participates in the event for the environmental education and preservation of the environment, organised by the Council of children (Consiglio Comunale dei Ragazzi) with the support of the Comprehensive Institute of San Venanzo, promoting the project objectives and focusing on the theme of integration and solidarity through sport.

- Every year the Municipality, together with the cultural association "L'Olivo e la Ginestra" organizes the Trakking of boys and girls, a sportive event linked to the value of environment preservation: the trakking proposes natural itinerary up on the Mountain around San Venanzo, Monte Peglia and the natural park of the area. Boys and girls, 15-20 years old participate in the initiative.

- Another event taking place in San Venanzo is the participation at Giro Podistico dell'Umbria, a race organized by the Municipality with hundreds of athletes coming from the whole region. At the end of the race is awarded not only the first runner for men and women category, but also the oldest and the youngest runner and other category to encourage participation and inclusion of all.

Conclusion

In conclusion, sport can be seen as a growth device with educational potential: it allows people to experience emotions (fear, joy, love, hate, altruism and protagonism) and relies on practice and experience: the rules of the game are worth not because they are written but because they are practiced in the field.

Sport has the ability to enhance various (not just physical) characteristics of people who practice it and trigger human and personal values implicit in everyone at a natural level.

Basically, practicing a sport not only is healthy but it helps the person to learn values such as friendship, solidarity, teamwork and the ability to solve small and big problems.

It is also recognized that sport is a universal language that manages to unite young people by overcoming cultural, religious, social and linguistic differences.

The role of a sports educator is becoming much more important and requires specific training to grow up the person as well as the athlete.

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TURKEY

Introduction

Turkey country profile provides an overview of the past and contemporary situation regarding sport policy in Turkey. It has been compiled using mostly secondary sources, although some personal communications with current and former high-ranking Turkish sports administrators were incorporated.

Modern Turkey was founded in 1923 by Mustafa Kemal Atatürk, the 'Father of the Turks'. Under Atatürk's leadership, the country adopted wide-ranging social, legal and political reforms.

Since the establishment of the Turkish Republic, sport has been considered a social matter and was first declared as such by Atatürk: 'The main concern is to ensure Physical Education for all ages of the Turks. All kinds of sports activities must be considered as the main elements of the Turkish youth national decency'. Atatürk was clearly trying to promote sport across Turkey's growing population. In another declaration he mentioned:

I like the athlete who is intelligent, agile and at the same time morally upright. Those who are in charge of organizing sports activities in the Turkish social structure are concerned to win a competition not just for pride but also to glorify the sport life for Turkish children.

Since 2002, Turkish sports policy has been set in a relatively stable political context due to the continued presence of the AKP in the national government. However, during this time, there have been several sports ministers, few of whom have served for more than 2 years.

The vast majority of Turkey's population is Muslim (99 %) and, according to the Turkish Statistical Institute, in 2016 the total population of the country was 79,814,871 (Turkish Statistical Institute). Approximately one-fourth of the population (24.9% or 18,886,575) is between the ages of 0–14 years and 17% are aged between 15 and 24 years with the median age of the general population at 29.2 years.

There are currently 12,364 registered sports clubs in Turkey with an additional 572 youth clubs that are directly affiliated to the General Directorate of Sports (GDS). Aside from being accountable to the GDS, local authorities also exert some control over sports clubs. There are around 4.690.000 athletes and 350.000 professional coaches who are licenced by the Sport Federations.

Without question, soccer (Football) is the most popular sport in Turkey and probably the only sport or recognized sporting interest from a political perspective. It's followed by Basketball and Volleyball. Although it's not practiced enough, Athletics is 4th most popular sport that Turkish people like to watch.

A brief history of government involvement in Turkish sport

In Turkey, sport is the responsibility of the General Directorate of Sports (GDS), which is accountable to the Ministry of Youth and Sports. The Directorate was formed following the establishment of the Turkish Alliance of Training Associations on 14 July 1922 by 16 sports clubs merging to govern sport. The government first endeavoured to take an interventionist approach in sports policy with the foundation of Turkish Sport Association in 1936, upon the recommendation of the sports council, the members of which were the presidents of sports clubs. The initial intervention was followed by the establishment of the present GDS on 29 June 1938. Sports policy then fell into the hands of the government in 1938 by Law, and the General Directorate of Physical Education was established; thus, the government resorted to executing a formal sport policy for the first time.

In 1942, new legislation led to the attachment of sport to the Ministry of National Education, where it remained until 1960 when it was reattached to the Prime Ministry. The governments of the interwar years were content with a solely reactive legislative approach to sport until the government programme of 1946–1947, which aimed to provide ‘all kinds of sports activities, the establishment of the high institute for physical education to train the teaching staff of schools and clubs, and making attempts at establishing sports fields’.

Prior to 1960, the approach of successive Turkish governments towards sport was that of a facilitator rather than as an active promoter of sport participation. Sport became more centralized during the period 1961–1965, when it became considered a leisure pursuit and material-technical support was provided by the government. During this period, sport policy would be formally attached to the programmes initiated by the General Directorate of Physical Education. In addition, a heavy emphasis was placed on the use of statistical studies to evaluate policy from this point forward. Still under this facilitator theme, central government also expressed that more adequate organizational work in the field of physical education would be accelerated and that a programme of sports facility building would encourage universal sports participation both in urban and in rural areas. A key innovation during this period was that the Council of Ministers, for the first time, included a sports minister of state, hence sports issues were dealt with at ministerial level for the first time when the Ministry of Youth and Sports was established in 1969.

During the 1970s, Turkish sport policy underwent significant change, caused in part by the recognition of sport as a national policy priority, and demonstrated by the steady move away from a ‘sport for all’ policy that had dominated policy interventions up until this point and towards a policy that more closely linked sport, education and health. In the course of the third 5-year development plan (1973–1979), the necessity of contributions by all public and private institutions was emphasized to promote sport and make it a part of everyday life, and thus it was decided to increase the hours of physical education courses in schools (State Planning Organization 1972).

The new constitution of 7 November 1982 was the first to include a specific reference to sport. Thus, for the first time in Turkey, sport was taken under the guarantee of the Constitution. Youth sport was secured by the Constitution Articles 58 and 59, which premised that ‘the state shall take measures to promote physical and mental health of Turkish citizens of all ages, encourage the spread of sports among the masses and protect successful athletes’.

Since the 1990s, there has been some progress made in Turkish sports development policy. These have been initiated alongside the repeated attempts of Istanbul to host the Summer Olympic Games. However, the underlying problem of policy advances has been the absence of any real sporting culture in Turkey in terms of participation and in addition a lack of centralization in sports policy. Hence, the attempt has been to fast-track processes that occurred over much longer time periods in other nations, such as the 100 Volunteer 100 Facility Project that aimed to build new facilities and recruit volunteers in a short time period to act as a catalyst to a sporting culture. However, unlike the state-led facility building programmes seen in nations such as the United Kingdom that occurred in the 1970s (see Bloyce and Smith 2010), this programme aimed to identify highprofile, private sector ‘volunteers’ with access to resources, who would then be asked to contribute funding for the building of sports facilities.

During the 2000s, a series of important laws related to sports were enacted in Turkey. The first of these laws was the Authorization of Federations for Sport Management (decentralization), which was accepted in 2004. This law, whilst important in shaping decision-making and resource allocation in sport did not necessarily achieve its objectives, with only a small number of federations able to generate their own resources. On the whole, most federations remained dependent on government subsidies to continue operation.

In addition to the attempted decentralization of sports federations, further laws enabling private sector companies to receive tax breaks in return for sports investment were passed. With these amendments, the scope of youth and sports activities, which sponsors can support, has been widened and the tax aspect of sponsorship has been reregulated. However, sports activities, for which sponsorship is available, must be set in such a framework to provide convenience in tax payments that will cover all sports activities.

Table 1 shows the changing landscape of Turkish sport administration.

Table 1. The changing landscape of Turkish sport administration.

Name of the institution(s) with responsibility for sport	Time span	General policies/responsibilities
Turkish Alliance of Training Associations	1922–1936	Sport governance
Turkish Sport Association	1936–1938	Central government's interventionist approach in sports policy
General Directorate of Physical Education	1938–1942	Formal sport policy for the first time
General Directorate of Physical Education (attachment of sport to the Ministry of National Education)	1942–1960	To provide all kinds of sports activities, the establishment of the high institute for physical education to train the teaching staff of schools and clubs and making attempts at establishing sports fields
General Directorate of Physical Education (attachment of sport to the Prime Ministry)	1960–1965	Sport became more centralized
Ministry of Youth and Sports + General Directorate of Physical Education	1969–1983	Sport issues were dealt with at ministerial level for the first time
	1970s	Recognition of sport as a national policy priority and demonstrated by the steady move away from a 'sport for all' policy
	1973–1979	Promote sport and make it a part of everyday life – organizing and supporting physical education and sports services
	1982	Sport was taken under the guarantee of the Constitution for the first time with the objectives to promote physical and mental health of Turkish citizens of all ages, encourage the spread of sports among the masses and protect successful athletes
Ministry of National Education, Youth and Sports + General Directorate of Physical Education	1983–1986	
Prime Ministry's State Department + General Directorate of Sports and Youth	1986–1989–2001	Professionalism would be encouraged in the fields available to professionalism
	2001–2005	Balanced distribution of sports facilities throughout the country would be ensured, and the operation of sports centres would be handed to financially and administratively fully independent sports clubs, federations, private enterprises and local administrations
Ministry of Youth and Sports + General Directorate of Sports	2011 to present	

Current administrative structure of Sport in Turkey

The fairly recent appreciation of sport participation, in addition to the traditional discourse of elite success, has led to a rather complex situation regarding the structure of sports organizations in Turkey. As expected in an emerging policy context, there exists some overlap and considerable debate as to the role of particular sport governing bodies, the most significant of which are discussed in the following.

The General Directory of Sport (GDS) operates under the Ministry of Youth and Sports. GDS is the governmental institution, which manages, administers and finances sports under the control of the central government. The responsibilities and duties of GDS include the following:

- Organizing physical activity, games, gymnastics and sport activities that contribute to the physical welfare of the Turkish community;
- Regulating the sport education programmes;
- Providing necessary equipment for all kind of sport activities;
- Programming the national and international sport activity schedules of all educational institutions;
- Educating sport instructors, trainers and coaches;
- Providing licences for sports clubs and athletes, making the necessary controls;
- Setting the regulatory obligations for sport and health clubs;
- Regulating the finance of sport through the national sport lottery;
- Providing books, films and other educational documents for developing all kind of sports;

- Managing national and international sport events that are held in Turkey;
- Rewarding successful sports clubs, institutions or athletes etc.

After the authorization of federations for sport management (decentralization), a significant part of the tasks assigned to GDS was conferred to the self-regulating federations. However, it has been concluded that there was no overarching and consistent approach by the GDS in its relationship with the self-regulatory federations during this transformation, with the consequence that problems were experienced with some practices of GDS considered to be interventions that undermined the self-regulatory nature of federations (GNAT Research Commission Report 2011).

Under the remit of the GDS are the Turkish national sports federations. Self-regulatory federations started when the Turkish Football Federation (TFF) became self-regulatory after enactment of Law 3813 in 1992. Other federations were included in 2004 after an amendment to the Law; 58 out of 60 sports federations became self-regulatory. Each has a responsibility for one or two sports disciplines and exists to offer technical and administrative services to their respective sports. Current policy discourse in Turkey concerns the regulation of professional and amateur sports and the GDS is engaging in considerable debate over whether the federations that oversee professional sports should be different in their work, duties and areas of responsibility from those that oversee amateur sport. Leadership boards of these federations are elected every 4 years, usually to coincide with Olympic cycles, and the GDS has a block, but still minority, vote in each election, with the majority of the votes lying in the hands of the individual sports clubs active within each sport. Sports federations are in charge of important tasks such as ensuring balanced expansion and development of the related sports disciplines throughout the country, making all kinds of arrangements for this purpose, designing projects, making and enforcing decisions, training referees and trainers. They are directly accountable to the GDS and hence to the youth and sports minister.

At the government level, the responsibility for sport, particularly physical education, lies with both the Ministry of Youth and Sports and the Ministry of National Education. Respectively, they direct all tasks and services related to physical education, sport and scouting activities. The principal debate surrounding both organizations was the provision of school sport and from 2005 sport activity classes could be scheduled as elective courses in schools.

However, by 2010, the provision was cancelled for children in grades 1–5 and reduced for older students. The motivation for these changes was that concerns had been expressed as to the course load for older children, especially given the paramount and increasing importance of university entrance examinations. Further, it was perceived by some education administrators that sport was often in the hands of non-specialists. As a result, school sport in Turkey is recognized as inadequate. Sport still sits outside of traditional academic programmes with students often forced to choose between sport or school work (GNAT Research Commission Report 2016).

Practicing Sport in Turkey

Without question, soccer (Football) is the most popular sport in Turkey and probably the only sport or recognized sporting interest from a political perspective. Due to its profitability as a business, the media coverage of soccer is hugely significant, leading to debates over the non-coverage of other sports in the media in favour of soccer. However, newly established thematic sport channels are serving as an effective media for sports other than soccer. In recent years, basketball, volleyball and tennis have started to gain media coverage.

Among the people who are practicing sport regularly, Soccer is at the first level with 50%. It is followed by fitness with %22, outdoor sports %10 and water sports %7.

There are currently 12,364 registered sports clubs in Turkey with an additional 572 youth clubs that are directly affiliated to the GDS. Aside from being accountable to the GDS, local authorities also exert some control over sports clubs. Turkey's sports clubs are required to submit annual accounts to the relevant local authority, with the local authority reserving the right to carry out audits of the clubs as they see fit. Sports club income comes from limited sources such as subscription fees collected from members, revenue from matches, coaching and donations and other financial aid. However, recently, the revenue earned by the clubs has increased significantly with the popularization of income-generating instruments such as gambling games, television broadcasting fees, sponsorship, sports equipment and souvenirs, although these benefits are more overt in the highly professional sports whereas the amateur sports clubs struggle to increase their income. Television broadcasting revenue, branded products sales, match revenues, combined card sales and hiring and selling athlete contracts are now the most important sources of income for the sports clubs. Although the financial aid offered to the sports clubs by GDS in the past 10 years has increased year by year in total amount, the grant per club has actually reduced since the number of sports clubs has increased. Sports clubs use the sports facilities owned by the GDS, local authorities and General Directorate of Treasury and Associations by leasing, tenancy rights and occupying. The majority of the sports equipment used at these facilities are provided by the local authorities, federations and GDS.

There are around 4.690.000 athletes and 350.000 professional coaches who are licenced by the federations. Football is number one with 596.765 people in this statistic as well. Interestingly Chess is at second level with 323.000 licences. Tekvando is following them with 278.000 and Basketball with 239.000 licenced athletes.

Comparing with the whole population of Turkey (78.000.000), the number of licenced athletes is very low. Beside, Turkey has very few success stories in international sport competitions. Basketball and women Volleyball can be counted as the most successful sports at elite level.

To have provided important financial incentives for Turkish sports personnel, with one commenting that 'the bonus for international sport achievements were so high, that the athletes were losing their motivation after an achievement'. According to analyses of the awards provided by the government during the 2012 London Summer Olympic Games, Turkey's award to the medal winners was fourth highest in the world, amounting to €585,000 (Develioglu 2012). Although the ministers were aware of the perceived importance of school sport as a foundation for elite sports, little has been done to form a system through which talent can be identified and nurtured. Instead, much of the focus has been on elite athlete policy, and thus the funding available for sports federations has been linked to Olympic medals, rather than efforts to increase participation.

To motivate and support elite athletes, some job opportunities were created for athletes within governmental departments. Those who recorded important athletic achievements and demonstrated promise were recruited to these positions, providing both financial security for existing athletes and motivation for aspiring athletes as the jobs continued long after the athlete's competitive career was completed.

Aside from the mechanics of elite athlete support described earlier, a recent trend in Turkey has been the recognition that positive role models may play an important part in recruiting new participants to sport. In the example of tennis, Marsel Ilhan has achieved, for the first time in Turkish tennis history, a top 100 world ranking (ATP 2013). As a result, media coverage of tennis has increased significantly, and Ilhan has received several sponsorship opportunities. Although there is no clear evidence to prove an increase in tennis participation was due to his new-found stardom, Turkish Tennis Federation (TTF) officials contend that tennis in Turkey has gained recognition during Ilhan's high-performance period. However, temporary success in some sport disciplines is not enough to sustain sport development in the long term.

Current sport priorities in Turkey

Sport policy in Turkey can be characterized as emerging rather than established. Evidence to support this supposition can be provided by the low levels of sport participation among the public (albeit with some notable recent increase in youth sport club membership) and inconsistent achievement in elite sport. There are currently 3.4 million registered sports participants, although only 1.8 million are considered to be 'active' (General Directorate of Sports 2013), and this includes both school sport and football, the latter of which is by far the most popular participatory sport in Turkey. Given Turkey's emerging status, there is much debate amongst sports policy-makers over where priorities should lie, especially between school sport, mass participation and elite sport. As indicated in detail later, while there is acceptance that sports should be developed, and of the benefits that participation can bring, the sport policy landscape is sometimes muddled, especially in terms of which departments or agencies are responsible for generating and allocating resources.

The authorities questioned for the purposes of this project report were asked about their priorities in corresponding internal sport policies. Collectively, they contend that the internal sport system of Turkey has to be developed further. It was agreed that the origin of elite sport development lies with the sports clubs, but their total membership is low, especially compared to England, Germany and Spain. In addition, many of the sports clubs are faced with financial difficulties; they need to be financially supported to survive and thrive. The non-profit sports clubs in Turkey are managed according to the 'law of associations' (General Directorate of Associations 2004); however, there are some explicit disadvantages of this law. It is highly bureaucratic and the managers or presidents are not financially or politically independent. If the law for sport clubs is changed, it would help club officials to find new revenue sources and to manage the club more efficiently. Former Sports Minister Basesgioglu (personal communication, 15 March 2012) agreed to this proposed change by stating: 'we should institutionalize the sport clubs as soon as possible'. A similar view was shared by former Sports Minister Ozak regarding sport as a driver for social development (personal communication, 16 March 2012).

We can use sport as an educational and socialization tool for integrating people into the society. We are in a process of finishing our conflicts with Kurdish citizens; this process is called democratic expansion. Sport can contribute to the democratic expansion process and we can decrease violence and crime within the community by using sport as a tool.

The latest findings of the Turkish Youth Policy support these opinions, according to the Youth Council Report conducted by the Ministry of Youth and Sport. Goals for the country's youth focus primarily on integration of youth into the society, increasing their contribution to the political decision-making their democratic consciousness.

Sport in Education in Turkey

One current policy priority exists in the area of increasing the quantity, quality and standardization of school sport. The Turkish education system has faced many radical changes during the past 25 years, most due to the competing political priorities of the government ruling parties. It is argued that there exists a politicized educational system in Turkey, in which governments change the educational system according to their political beliefs and even for religious reasons.

In addition to the competitive education system that places little emphasis on sport, there is a general lack of opportunity for children to take part in sports for all (Ozak, personal communication, 16 March 2012). During correspondence with former Sports Minister Ozak, he noted that 'although we do offer sport classes, most of them remain ineffective for winning new participants in sports'. There is also a severe disparity in the sporting opportunities for children in the larger cities compared to those in rural and regional locations. In Istanbul, Ankara or Adana, most of the schools suffer from insufficient space to practice sports,

whereas in rural areas, there is space, but insufficient financial resources for developing sports and play spaces. As a result, Turkey has a disjointed and inappropriate environment for active participation in sports at school level.

The sports curriculum in Turkish schools presents further confusion. There have been ongoing debates surrounding the duration of sports lessons at all levels of compulsory education. Since 2003, compulsory sporting lessons have fluctuated between 1 and 2 hours per week. In addition, the number of lessons per week has been a contentious issue, as has the source of funding for this provision. More recently, free of charge, extra-curricular sports schools were offered to children, which were funded by the 'construct, donate and cut your expenses from your tax' project, orchestrated by the government to attract private sector funding to facilitate sports.

The school sport system illustrated earlier adversely impacts elite athlete development, as participation in elite sports depends in many developed countries on school sports (Kirk and Gorely 2000). In the Turkish system, the lack of a unified sports development strategy that is integrated with school sport means there is a deficiency in talent detection, talent nurturing and integration of talents into the sport system. Turkish sport development depends mainly on voluntary sport clubs and, with restricted sources, most of the sport clubs are only able to choose the athletes from the pool that is self-created. In addition, the lack of a centralized talent identification system means that participants are not actively recruited to sport and hence only receive support once they have independently entered the system.

Conclusion

While Sport in Turkey is still evolving, there are some issues that have more pertinence and relevance than others. In this case, the continually changing nature of school sport, lack of continuity in general sports policy and a reliance on private organizations to fill funding voids left by the lack of public sector investments clearly impinge on the main aim of current policy: To increase mass participation in sport. Evidence is presented as a belief in what Grix and Carmichael (2012) referred to as the 'virtuous cycle of sport' whereby policy-makers believe that elite success (including hosting the Olympic Games) can act as an automatic catalyst to increase participation, but the lack of equality of access and currently disjointed policy arena have continually undermined this in Turkey.

Further, it has been argued that sport in Turkey has gained greater salience as a government policy concern during the past decade. There is a direct government involvement in every discipline, level and area of sport. Hosting the Olympic Games was the most important motivation behind the latest investments by Turkey in sport. Despite a generally youthful population, Turkey has low sport participation rates in different levels of sport, and this is one of the major problems surrounding Turkish sport development. The incompatibility of the Turkish education system with sport, and central government's desire for active sport participation, creates a dilemma for young people keen on developing mind and body.

Turkey has hosted several international sport events since 2010 including The World Basketball Championship 2010, the Mediterranean Games 2013 in Mersin, FIFA U20 World Championships, WTA Championships 2011–2013, World Archery Championships, The World Women Basketball Championship 2014, Deaflympics 2017 and lastly Eurobasket 2017 in effort to raise its Global awareness, image and standing as a sporting nation worthy to host an Olympic Games. Turkey's willingness to bid and host international events in the near future is in question. After losing the Olympic Bid for the fifth time, authorities are considering focusing on increasing sport participation, elite athlete's development and facilitating sport in rural areas instead of hosting expensive international sport events. As Turkey examines sport policies from other western countries, we envision Turkey's sport policy will adopt grass-roots and school-based youth sport development priority that is likely to emerge by 2020.

Turkey's future sport policy will emphasize and resource sport for girls and persons with disabilities as a matter of equality and public health, to grow the base of sport enthusiasts and empower these segments of the population to make positive contributions in the Turkish society. In this direction, the active involvement of Civil Society Organisations (CSO) become more of an issue. The effective cooperation between CSO's and other stakeholders of Sport is a Sine Qua Non to involve more people in Sport and to improve sport in Turkey at all levels.

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CZECH REPUBLIC

Introduction

Sports have a very long tradition in the Czech lands, with their beginnings dating to the 14th century under the reign of the Luxemburg family. This is when the popularity of various knight's tournaments, which we can call the predecessor of sporting tournaments, began to grow.

From the 16th century, sledging and skating were added to the list of popular activities. But skates were apparently invented as far back as the 13th century.

At the turn of the 15th and 16th century, the first indoor sports appeared, or as the case may be, sports nurtured in the so-called ballrooms. A ballroom can still be seen today in Prague Castle. Aristocrats played something like tennis and ball sports in these ballrooms, but also devoted themselves to other activities, such as archery.

Main sports of the Czech Republic

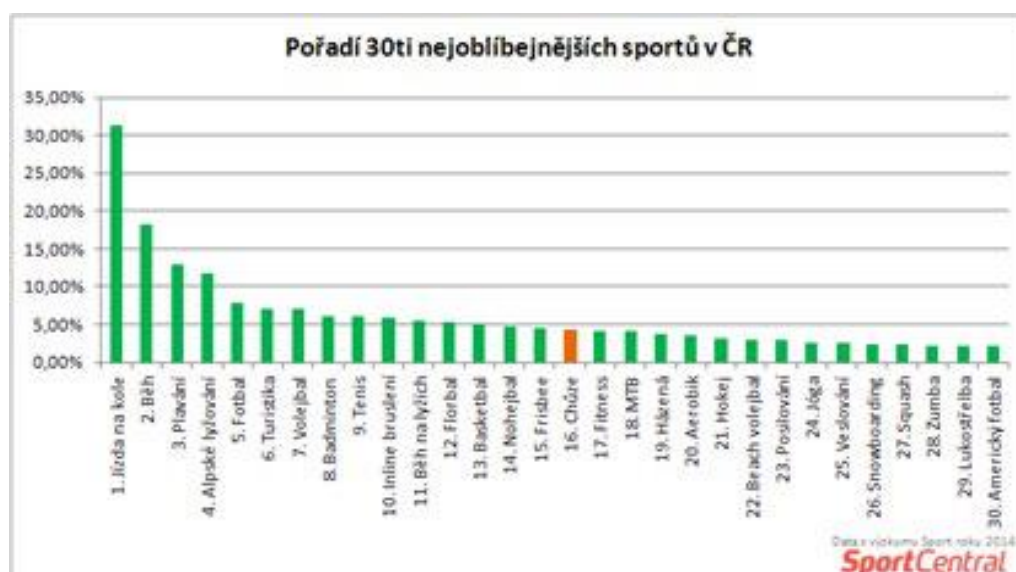
Nowadays football is the most popular sport in the Czech Republic. Ice hockey was on the second place, but according the survey done by SportCentral in 2014 the second favourite sport is cycling.

Top 10 most popular sports according this survey from 2014:

1. Football
2. Cycling
3. Ice hockey
4. Volleyball
5. Swimming
6. Tennis
7. Running
8. Skiing
9. Badminton
10. Florball

Speaking about most favourite and operated sports, cycling is on the first place and ice hockey on the 10th place. Also for example Nordic walking, Fitness and Yoga are becoming more popular.

Top 30 most favourite sports according this survey from 2014:



1.cycling, 2.running, 3.swimming, 4.skiing, 5.football, 6.hiking, 7.volleyball, 8. Badminton, 9.tennis, 10.in-line skiing, 11.cross country skiing, 12.Florball, 13. Basketball, 14.foot tennis, 15.Frisbee, 16.walking, 17.Fitness, 18.MTB, 19.handball, 20.aerobic, 21.hockey, 22.beach volleyball, 23.work-out, 24.yoga, 25.rowing, 26.snowboarding, 27.squash, 28.zumba, 29.archery, 30.american football Sports,

Sports, which people would like to try, but have not, according this survey:

1. Golf
2. Tennis
3. Paragliding
4. Ice hockey
5. Bungee jumping
6. Parachute
7. Diving
8. Archery
9. Squash
10. Windsurfing

Main sport events and competitions;

The events considered the most important by Czech fans are mostly Ice Hockey and football events as the Ice Hockey World Championship, the Olympic ice hockey tournament, the European football championship. Generally, the most attention have any international matches involving the Czech ice hockey or football national team, especially when played against traditional rival: Germany in football; Russia, Finland, Sweden and Canada in ice hockey; and Slovakia in both. Then football World Cup and qualification matches for such events. Other popular sports in Czech Republic are volley-ball, tennis and kickball (an original Czech sport similar to volley-ball in which the players kick the ball over a low net.) Those sports have quite frequent sport activities happening every year according to the sport clubs. However the sport events held in Czech Republic has wider spectrum events those named sports.

Annual sporting events held in the Czech Republic:

- Tennis: the Czech Republic hosts a number of tennis events each year, including the UniCredit Czech Open in Prostějov and Prosperita Open in Ostrava on the men's tour, the Sparta Prague Open in Prague on the women's tour, and the Strabag Prague Open for both men and women. Another important tennis event might happen in Czech Republic – the championship as the Davis Cup and Fed cup - if our tennis players would be successful.

- Golf: although golf is not so popular among Czech people, are organized annual events in many resorts. For example The D+D Czech Real Masters in golf resort Bílý Albatros in golf in the beginning of this September.

- Horse racing: the Velká Chuchle racecourse lies in the south suburb of Prague, founded in 1906. The racecourse has always played a large role in the management of horse racing in the country, and the most popular is the Czech Triple Crown of flat racing in Velká Chuchle. Races take place every Sunday from April to November, apart from the midsummer break in July. The other popular horse racing is Velká Pardubická Steeplechase will be October 8th, 2017 Pardubice.

- Motor racing: the country's premier motor racing circuit (Masaryk Circuit), in Brno, hosts motorcycling Czech Republic Grand Prix, probably the nation's best-attended sporting event. The Masaryk is also lobbying to become a Formula One venue. Its Web site is fully translated into English.

Moto Grand Prix of the Czech Republic in Brno for this year was held August 4–6, 2017 in Brno. Similar to this event is FMX Gladiator Games 2017, organized November 4, 2017 at Prague.

- Athletics: the annual Prague International Marathon is held in the spring. Organizers also sponsor other events on the day of the marathon and the whole year round. (May 7, 2017 Prague). Prague Half Marathon,

similar to event Prague International Marathon was in April 1, 2017 and is also happening every year. Every year Zlatá Tretra event takes place in Ostrava and famous athletes, like Usain Bolt, participated as guest for many times.

- Ski Jumping: World Cup always is organized every January.

- Figure Skating: European Championship was held in Czech Republic in 2017 after 18 years (from 25th to 29th of January) at Ostrava. The biggest opportunity for success for the country were in Michal Březina (one medal in Zagreb 2013), Jiří Bělohradský, and Eliška Březinová.

- Rowing: European Championship was held 23-28 of May 2017 at Račice.

- Rakish Canoeing: World Championship was organized in August.

- Football: the most successful clubs are the two capital-based sides Sparta Prague and Slavia Prague. For a long time, Sparta Prague has supplied the national team with players such as Libor Sionko, Jaromír Blažek, Zdeněk Grygera, and Tomáš Rosický. Slavia is the greatest rival of Sparta Prague. However, have an impressive official site that is currently undergoing many improvements. Bohemians Praha. The 'Kangaroos,' one of the nation's most famous and best-known clubs, still in the 1st division (3 years and counting). Those clubs has many home matches.

Situation of sport facilities

Thanks to the modernization that many sports grounds have undergone over the past few years, sports facilities in the Czech Republic now rank among the best in Europe.

– *O2 ARENA Prague*: First fiddle is without doubt played by the multifunctional O2 Arena (former Sazka Arena), which was built in the Prague neighbourhood of Vysočanech in record time. Construction began in September 2002 and the arena, with a maximum capacity of 18,000 spectators, was completed 30 months later. O2 Arena possess the strictest of comparisons with similar buildings in the United States and, thanks to the technology used, including, for example, a huge video cube, an internal television circuit, top quality acoustics and movable stands, it is the most modern hall of its kind in Europe. Its baptism by fire was the World Ice Hockey Championships in 2004. It also became the scene for of preparations and then home ice for the Czech national team at the World Cup in 2004. The Slavia Praha hockey team also claim Sazka Arena as their home rink. The team is regularly one of the favourites for the Extraliga title. After the construction of the O2 Arena, Czech sporting associations as well as various organizing agencies began to apply for the organization of high-level cultural and sporting events. This is facilitated for them both by the location (the hall is located 10 kilometres from the city centre and a mere 20 kilometres from Ruzyně International Airport) and also by the variability of the interior. The designers prepared more than 30 usage possibilities for the building. After the ice intended for hockey, ice shows and figure skating is cleared away, practically anything can be organized within the stadium. The possibilities can range across a deck floor for collective sports, an indoor athletics stadium layout, a concert stage, exhibition halls, and a circus ring, and even right through to areas intended for street theatre. Sazka Arena offers its visitors a luxurious level of comfort in the form of 2,460 club seats, 66 skyboxes, four luxury party boxes and 2,900 places in its bars, restaurants and cafes. O2 Arena webpage: <http://www.sazkaarena.cz/O2arenaEN/default.aspx>

– *ČEZ ARENA – Vítkovice*: Because of the World Ice Hockey Championships the ČEZ Aréna in Vítkovice, had to undergo significant reconstruction. Some of the most important changes were the three-story addition, the expansion of the parking area and the installation of new sound and lighting equipment. After an investment of approximately CZK 700 million, the hall, which has been in operation since 1986, became fully able to compete with new multipurpose sports stands. Its capacity is between 4,000 and 13,000, depend-

ing on the event. <http://www.arena-vitkovice.cz/index.html>.

Other Czech cities have also invested funds into reconstructions rather than into providing completely new buildings. Nevertheless, the resulting sporting facilities are regarded as being some of the best in Europe:

– *TIPSPORT ARENA – Liberec*: Liberec's multi-functional arena was opened to great fanfare in 2005. The state-of-the-art building has seating for 9000 spectators and serves both for sporting events as well as cultural and social events. In terms of the importance of its facilities and services, the Tipsport arena ranks among the top stadiums of its kind both in Europe and the world.

<http://www.tipsportarena.cz/?lang=en#>

– *ČEZ ARENA – Pardubice*: Operations at the Pardubice Duhová Arena recommenced in December 2001 after eight months of construction work, which changed the face of the over 50-year-old hockey stadium. <http://www.arenapce.cz>

– *Budvar Aréna – České Budějovice*: Similar work was carried out in České Budějovice, where the original stadium was built in 1946. This venue, after Prague and Bratislava, provided the former Czechoslovakia with its three ice stadiums. The modifications to the Budvar Arena in the city were however extended because the stadium, located near the Vltava River, was devastated by flooding in August 2002.

– *T mobile aréna Prague*: The T-Mobile Arena in Prague fits into the same multi-use category. The arena can often change to a large concert venue within only a few hours of hosting the Sparta Praha hockey team.

Other sports venues are, however, not being left behind in the wake of these modern multifunctional complexes. The Bohemian-Moravian Football Association's "Stadiums" project of 2003 outlines how all first-division soccer clubs must fulfil the demanding requirements of the European Football Federation.

– *Sparta football club stadium Prague*: The AXA Arena (former Toyota Arena) in Prague is best-positioned in this respect. It is home to the country's Champions League team, Sparta Praha. Since 2001, its pitch has benefited from an underground heating as well as a modern irrigation system. The equipment automatically switches on after being prompted by sensors located directly on the playing field. In 2002-0303, Sparta Praha also established a unique youth training center in the Czech Republic.

– *Strahov stadium Prague*: Six grass areas and two sports fields with artificial turf were created at the Strahov Stadium, That puts the facility, with its record-breaking surface area of more than 6 hectares, into the Guinness Book of World Records.

– *The Pardubice steeplechase course*: The Pardubice steeplechase course is also world-famous. It has been the scene of the Velká pardubická steeplechase since 1874. The acclaimed event is seen as the most challenging horse race on the continent of Europe. The Pardubice steeplechase course: <http://www.pardubice-racecourse.cz/?lang=en>

Similarly, golf lovers are well aware of the attractive and sought-after courses at Karlštejn and Karlovy Vary. Prague Karlštejn Golf Klub and Golf Club Karlovy Vary.

The Czech Olympic Committee, with the designation "Czech Olympic Foundation" started original project "The Olympic Parks" with the aim to attract people to do sport.

The Olympic Parks project continues with the third part. On the occasion of the ZOH in Pchjongchchang

2018, several Olympic parks will be built around the country to connect cheering and active sports.

Olympic Park 2018 in Brno: Premiere in Pavilion Z

- ZOH 2018: The Olympic Parks are going to Brno for the first time. At the time of the Pchjongčang 2018 ZOH, the city and the South Moravian Region are preparing an interesting concept in cooperation with the Czech Olympic Committee: the event will be concentrated in Pavilion Z and its surroundings on BVV Trade Fairs Brno.

Olympic Parks 2018: The same graphic form and close cooperation with the unions

- ZOH 2018: The Olympic Parks project continues in the Czech Republic for the third time. In February 2018, during the Winter Olympics in Pchjongchchang, the Olympic parks will grow up with the same goal as two previous parks from 2014 and 2016: to attract fans for active sport, to encourage them a healthy lifestyle and to cheer on Czech representatives, this time in Korea.

Relevance of sport and physical activity in education

From many schools, physical education disappeared, elsewhere considered relaxation, it makes no sense to raise an extra hour for nothing to do. Occupation of a teacher of physical education has a low social status. There is no or no applicable strategy for the development of movement, physical literacy in schools. We first pay professional and competitive athletes from the state budget, while the teacher at school does not have enough equipment. The gym teacher can hardly enthusiastically disseminate new methods and ways to teach motion when there is no clear knowledge of state concepts of sports support. Sport is being solved mainly by ČSTV (Union of Physical Education and Sport) and the Olympic Committee.

The importance of sport and physical activity in education is spread mainly by non-governmental non-profit organizations and clubs. Example: Youth Sports Foundation, <http://www.nsm.cz/home/>

Relevance of sport at political level and bureaucratic organisation

The situation on the field of physical/sportive activities in Czech Republic has been affected in the course of recent decades with fundamental political, economical and cultural changes of transforming society and general situation of workforce in context of sedentary society in particular. To contribute to increasing knowledge of the present-day position of sport in the Czech Republic means to search the relevant relations of municipalities and their policies to various levels of sport. To discuss the situation of sport includes describing the present position and role of sport activities in different societal and demographic parts of society too. From the perspective of the situation in sport delivery at the municipal level it must be borne in mind that there are diverse voluntary sports organizations in existence within the municipality, and, naturally, there is also the private sector. Underlying health determinants of a socioeconomic nature play a major role in causing vulnerability to health risks, including obesity as relevant negative reflection of passive way of life. Representative documents retrieved on national and school policies reflected by findings of the PREVOP Project confirmed mutually dependent and interconnected topical issues like nutrition policy and physical activity policy. The phenomenon of physical/sportive activity is connected with lifestyle behaviours. The most critical policy area on physical/sportive activity is the sole fact of sedentary nature of contemporary society: a very high level of prestige of sport and sportive activities in Czech society is incompatible with a very low level of practical regular physical or sport activities.

In general, the approaches of municipalities in the Czech Republic to sport show many differences. The causes of the identified differences and, in particular, of a totally different approach to policy making, therefore, must be sought elsewhere. In the different approaches to sport the political bias of elected and decision-making bodies of the municipality is reflected as well the degree of personal enthusiasm for sport of the persons who have decision-making authorities in the municipality. It is evident that in municipalities differing by their geographical position and appearance, the number of inhabitants and their socio-eco-

conomic characteristics and economic development: But the evident is: The sport policy making is not yet a common standard.

To summarize situation of sport versus local authorities in the Czech Republic the financial limitations and political priorities play very important role, as well as professional competence and personal preferences of particular councillors. The approach of the individual town areas to sport is very different and there are often original public policies in this field. A very diverse approach is also seen in the field of maintenance and development of the sports infrastructure and its utilization. In almost all of parts of the Czech Republic, the great importance is on renovation of school facilities. However, the access of the general public to the sport facilities often collides with the clearly commercial use of the facilities.

Values transmitted or taught through sport

Mutual relations of sport and society are mostly and visibly reflected in mediated television top sport events. In this context we face typical reflection of passive consumerism of sport as an important part of mass culture: people (society) expect from sport top performance, exciting show compensating monotonous course of everyday life. Society also found in top sport refreshing source of patriotism and medial celebrities, icons and heroes as a target of mass admiration in situation of their absence in the rest of society (mostly in politics). The existence of sedentary way of life detracts general level of physical/sport activities in everyday life of mass of people; growing importance of active way of life and human health improve phenomenon of individual responsibility for human wellbeing. People responsible for his or her physical and psychical good shape expect from sport an indispensable source of wellbeing, respect of their surroundings, and – the last and not least – his or her self-respect.

Organized sport did not emerge until the 19th century when on February 16, 1862, the Prague Sokol (Sokol means a falcon) was formed, the leading figures of which were Miroslav Tyrš and Jindřich Fügner.. By the way, Sokol is one of the oldest organizations of this type in the world.

Sokol was not only a physical education organization, but was also characterized by deeply patriotic and democratic ideas. For this reason, its activities were not only stopped during the First World War (in 1915), but above all during the period of Nazi occupation, when Sokol also had to halt its activities, and then later after 1948, when it was swallowed up by “unified physical education.” 1948 was the year of the 14th and, for a long time, the last Sokol rally. This grand-scale sporting exhibition was then replaced by the so-called Spartakiáda events (Spartakiáda were in fact held before – for the first time in 1921 – but it was only after 1948 that they became the only opportunity for mass sporting events, closely connected with communist ideology).

Attempts to renew the Sokol organization were interrupted by the intervention of the Warsaw Pact forces in 1968, so the idea for the renewal of Sokol was not fulfilled until 1990.

Nowadays, Sokol supports sporting activities with regard to 57 sports, which are organized in the Czech Sokol Community. The largest segment in the Czech Sokol Community is the all-round department of Sokol, in which a program of physical activities and recreational sports is created for all citizens, including the disabled. The Sokol organization has also significantly influenced the broadening of a humanitarian event, the Terry Fox Run in the Czech Republic, which, together with Canada, is No. 1 in the world as far as the number of participants in the run is concerned.

These days, the Czech Sokol Community (ČOS) has almost 1,100 units and 190,000 members. The last Sokol rally took place on July 1 to 6, 2006.

International Educational Center GEMS

Example of a project using sport as a tool for education: *USTEP – Using Sport to Empower People*, www.ustep.org

24 months' strategic partnership project of three organizations from the Czech Republic, UK and Turkey will deal with testing and implementation of good practice in the Youth field, Education and Employability. Project will test and support new approaches to teaching and learning to better support competitiveness and employment.

Project time: 1.9. 2016 – 31.8. 2018

Main coordinator: International Educational Center GEMS

Partners: TheDojo.Org.UK, YOUTHART Turkey

The key concept of this project is to use martial art and/or performing art to communicate, teach and impart the fundamentals and practical knowledge of social enterprise and entrepreneurship. The martial and performing art is not the main topic, but the tool for communicating both social and business competences, hence, upon conclusion participants of this project would have gained the right competences to eager, engage in starting own business or would have up skilled their competences becoming much more employable.

Sport is gentle, non-violent way, how to handle winnings and failure, teach discipline, ability to cooperate and also healthy competitiveness. All these skills are stored as a certain program in the brain and are activated when needed.

Objectives:

- To get Young People with fewer opportunities active through learning martial and performing arts
- To up skill Young People with fewer opportunities in the concept and practicalities of wealth creation through Entrepreneurship & Enterprise training
- To support Young People to start their own activities leading to better employability

Participants:

The idea is to support and monitor certain sample of 20 young people in the age 16 – 26, selected according certain criteria, involving mainly those in NEET situation. Participants are selected from different parts of countries involved (CZ, UK, TR). 20 participants will be directly supported by participating in Training activities, as well as their results will be monitored and evaluated during the whole project period. There will be also 500 indirect participants reached by the cooperation with various Stakeholders. Cross-sectorial cooperation will be strongly supported.

Resources

- <http://www.czech.cz/cz/turistika-sport/sport/historie-sportu-v-cr-a-dulezite-sportovni-organizace/>
- <http://www.top10list.cz/top-10-nejlibenejsi-sporty-v-cr/>
- <http://www.czech.cz/cz/Objevte-CR/Zivotni-styl-v-CR/Olympijske-parky-v-CR>
- <http://www.nsm.cz/home/>
- <http://www.czech.cz/en/About-CZ/Lifestyle-in-the-Czech-Republic/Sport-and-leisure/Czech-sports-facilities>
- <https://www.pohary-bauer.cz/clanky/nejpopularnejsi-sporty>
- <http://www.sportcentral.cz/magazin/vysledky-ankety-sport-roku-2012-souboj-mezi-cyklistikou-a-fotbal>
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- <https://www.mediar.cz/ceske-olympijske-parky-maji-prinest-stamiliony/>
- <http://nadace.olympic.cz/>

NORWAY

Introduction

Norway is a country that loves sport. Naturally, winter sports are predominant and there are many famous Norwegian sportsmen and sportswomen in different disciplines, and Norwegian players have also an impact on world football. Nearly half of the population is engaged in physical activities and three out of four Norwegian children regularly take part in sporting activities.

Sport practice

According to statistics, the population in Norway in the year 2017 is 5,5 million. Nearly 40% of them are members and participates in organized sport activities. The Norwegian Olympic and Paralympic Committee and Confederations of Sports (NIF) has approximately 2.100.000 memberships and it is Norway's second largest voluntary organization, after the Norwegian church. This umbrella organization consists of 54 national federations, 19 regional confederations, 366 sports councils and 12.178 clubs.

Sport is organized from the age of 4 until the age of 100, from top-level to amateur and leisure time activities. Norway has a very active population. Traditionally outdoor activities were predominant, like walking in the nature during the summertime or skiing during the winter. However during the last 30 years, many sports moved indoor, like speed skating, football, handball and ice-hockey. However some of them are still practiced outdoor, such as cross-country skiing, downhill skiing, ski jumping, football, orienteering, water-sports, sailing and motorsports.

The attendance of people at sporting event is quite high, and nearly all Norwegian population have a connection to some sport and they watch it on the TV.

Sport organization:

Norwegian sport policy and organizations leans on a model of division of labor between public authorities and voluntary sport organizations. State policy of sport is administrated by the Ministry of Cultural Affairs and, in particular, the Department of Sport Policy. The government supports sport facilities and voluntary sport organizations, especially the national ones with money, whilst local municipalities help local sports associations. The majority of the work in sports clubs is voluntary conducted. For this reason, there is no political control or pressure on the sport field either at local or national level, sport clubs have a total autonomy, even if this creates challenges for the implementation of sport policies.

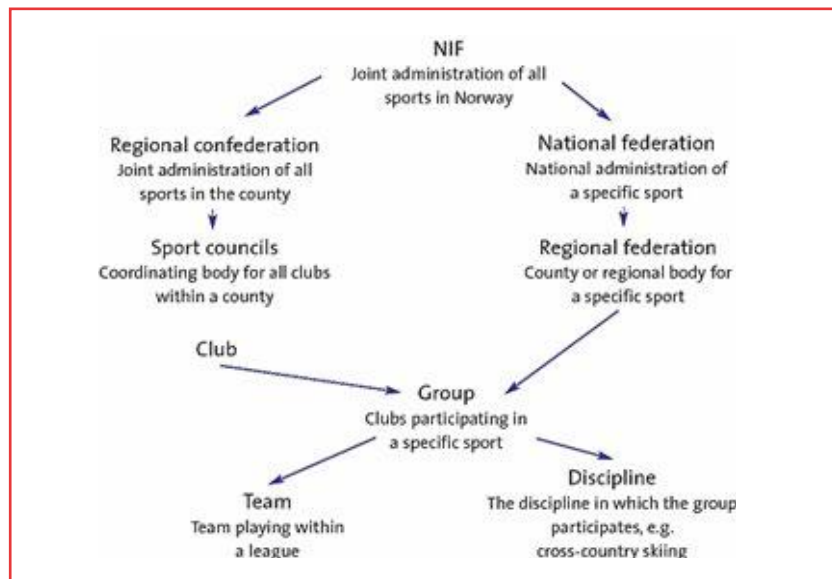
The voluntary sport sector consists of an umbrella organization, The Norwegian Olympic and Paralympic Committee and Confederations of Sports (NIF), and its network of national sports organizations, district sport organizations, regional special sport organizations, local sport councils and sport clubs. The General Assembly of NIF is the supreme governing body of organized sport in Norway and it's held every fourth year. NIF's vision is to be the foremost contributor to achieving sports for all in the country. It has approximately 220 permanent employees distributed on different departments. It was founded in 1861 as the Central Association for the Proliferation of Body Exercises and Vaabenbrug. Its name changed many times during its history and also its organization. In 1996, the Norwegian Sports Federation and the Norwegian Olympic Committee were put together, after the election of Arne Myhryold as President of both entities. Finally in 2007, the name changed again when for adding Paralympic to the name, as the Norges Funktionshindrerers Idrætsforbund was dissolved and integrated within the NIF in 2008. In order to assist 54 special associations in the work to include disabled athletes, NIF established the unit "Sports for the disabled", that has a total of 12 employees. The main features of NIF and sport in Norway are:

- Federations organize and manage individual sports;
- The amount of membership must not be confused with the number of members. A person may be regis-

tered as a member in several sports;

-Regional confederations serve as collective bodies for sports within each of Norway's 19 counties;

-Sport councils form part of NIF's organizational structure, and consist of all sports clubs in the municipalities which are members of NIF.



Sport categories

Wheatear and seasons influence sports practice and sport categories in Norway.

Winter sports, such as skiing on snow and skating on ice, are very popular, especially in the East, Central and North of the country because there is snow for several months, however in the West Norway as the winter is more unstable winter sports are not so strong.

As you can see below, the sport that has the highest number of members is football, being skiing the second one. Other popular sports are: handball, golf, swimming, gymnastic, athletics, tennis, cycling, fighting sports, shooting, orienteering, volleyball and motorsports.

Football is followed enthusiastically in Norway and its players have had a significant important on world football, especially in the English Premier League. Regarding people practicing this sport, the majority are young people.

Skiing includes very different activities like ski jumping (up to 250 meters), cross country which is one of the most popular pastimes in the country, biathlon and alpine ski. People are from all ages.

Orienteering in the forest is also quite common, as well as gold, especially for those over 30 years old.

Sport events and competitions

The most important sport events hosted in Norway are usually connected with winter sports. Winter Olympic Games have been held in Norway twice: in 1952 (Oslo) and in 1994 (Lillehammer).

Ski jumping, biathlon and alpine skiing regularly attract large crowds and many international competitions have been organized in Norway. The ski jumping hill at Holmenkollen, which is visible from miles away as it towers above Oslo, is the most visited attraction in Norway and it hosts a World Cup event every winter. There you can find also the oldest museum specialized in skiing. In March there is also the Holmenkollen Ski Festival.

Football has its own national League, being Rosenborg BK from Trondheim the most successful team in the past decades, while Valerenga is the largest club in Oslo. Brann from Bergen is also popular. There is also a children Norway Cup that brings about 10.000 boys and girls to Oslo during one week.

Every summer in Oslo the traditional Bislett Games are organized. It's a IAAF Diamond League event.

In Voss there is a festival, held annually and called Ekstremsportveko that has become the world's largest extreme sports festival.

Different World Orienteering Championships have been organized in Norway, as well as Biathlon World Championships (the last one in 2016) and FIS Nordic World Ski and Flying World Championships. 2017 UCI Road World Championship of road bicycle have been organized in Bergen.

Sport facilities

The situation of facilities for doing sport in Norway is very good, especially if we consider the situation of children. In recent years, sports facilities have formed part of Norwegian public health policies to increase physical activities among children and adolescents and large sums of public money have been spent. Nearly every rural municipality has at least a sport hall and swimming pools. In the biggest cities there are several of them and also it is quite common to find ice halls for ice hockey and in the winter season it is possible to find outdoor speed skating arenas in the coolest regions. Every municipality has also several football grounds and it gives to its population the possibility to do outdoor sports and running. During the winter season in every region of the country is possible to do skiing in the mountains and there are tracks prepared for cross-country skiing. If we consider the municipality of Sveio the majority of sports facilities are at less than 1 hour by car, whilst for skiing is necessary to spend 2 hours by car.

The Norwegian Olympic Sport Centre is located in Oslo and since 1985 it has been a center that provides wide ranging sports training and educational as well as health facilities. It has been especially created for athletes training participating in Olympics.

Sport in education

In primary and secondary school it is mandatory to have sport lessons. One of the main aims of primary and secondary schools in Norway is that all students shall have at least 30 minutes of physical activities. In secondary school and university it is possible to choose top-sport as a type of school. It is a special category of school where together with ordinary academic education there 10 sport lessons with good and well-known trainers for the sport each person decided to practice. In the region where Sveio Municipality is located is possible to choose football, handball, golf, swimming, canoeing, orienteering and riding horses. In other areas of Norway is possible to choose also skiing and many other sports.

If we consider non-formal education, the Norwegian folk high school can be a good example. As mentioned before, in the whole Norway there are many sports clubs, which are private organizations mainly run by volunteers and also it is quite common to find family activities during the weekends organized by different association in the nature.

Values education through sport

In Norway public institutions consider very important that the local population has a good health. With this purpose, sport, together with non-smoking and reducing alcohol campaigns, is promoted with the idea of having a long-lasting and better life. Not only doing exercises and physical activities is important but also there is a stress on values education. Important attitudes to learn while doing sport activities are "do your best and accept that others can be the winners".

All over the country sport for disabled people is well organized and nearly every kind of sport can be prac-

ticed. It is based on the values of activity for the body, health, providing opportunities for socializing and it gives to all possibilities to take part, practice it and representing Norway abroad.

Sveio Kommune (Sveio Municipality)

Sveio is a municipality located in Hordaland country (West of Norway) with a population of less than 6.000. The municipality of Sveio was established in 1865. All municipalities in Norway, including Sveio, are responsible for primary education, basic health services, senior citizen services and other social services, economic development and municipal roads. The municipality is governed by a municipal council of elected representative, which in turn elect a mayor.

Sport in Sveio is popular. The most important sports are football, handball, golf, climbing, drill, volleyball, orienteering, shooting and fighting. As we already told, in primary school sport is mandatory for all the children. Sveio Municipality as responsible for primary education, it is in charge of it. The main facilities located in the municipality are different football grounds, golf area of 18 holes and a sport hall with many indoor activities. Sveio has not a long sport tradition because it's only 50 years since organized football activities started. At the beginning they were only for boys. Today all girls and boys, that want to pay, can take part in Sveio Sport Club which is run by parents and volunteers. Other sports activities are not so "old". Activities have increased after sport hall has been built 10 years ago and golf course 20 years ago. Now, population from Sveio can see how young person can come up to top levels in their sport, for example in golf and twirl baton. Sveio Drill team won Norway Championship and it has also taken part in European Championship.

The next big project for the municipality is to build a public swimming pool.

Conclusion

In general, we can state that the situation for sport in Norway is very good. Whilst in the past the country was not so developed in this field, now we can see that Norway has turned into a sporting country and also a focus has been put on values education. After earning from the oil production, the public administrations decide to invest money on making good sport facilities for sport all over Norway. At a local level, if we consider Sveio municipality the same changes can be found. Sport is very important for every people from Norway and it is important that the population is active and healthy.

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POLAND

Introduction

The alarming problem of a decline in physical activity among children and adolescents and its detrimental effects on public health has been well recognized worldwide. Low physical activity is responsible for 6% of deaths worldwide and 5-10% of deaths in the countries of the WHO European Region. Within the last decade, many initiatives have been launched to counteract this phenomenon. The objective of presented study is analysis of the level of physical activity among adolescents and young people in Poland.

Monitoring and surveillance sport activities in Poland

In Polish health monitoring and surveillance system, established under the leadership of the Ministry of Sport and Tourism, includes population-based measurements of physical activity. Information on physical activity is collected twice a year and includes the frequency, duration and intensity of physical activity, including cycling/walking. The data is disaggregated by age and socioeconomic status. Latest national representative study reports that 18,5% of adults (aged 15-69 years) meet the WHO Global recommendations on physical activity carried for health in terms of their leisure-time activities. This study also provides data for physical activity. This study also provides data for physical activity carried out using transport, through a separate question; this has been included in table to provide figures that combine leisure-time and transport-based physical activity.

%	ADULTS (15-69 YEARS)		ALL ADULTS (15+ YEARS)	
	LEISURE TIME	LEISURE TIME PLUS TRANSPORT*	LEISURE TIME	LEISURE TIME PLUS TRANSPORT*
MALES	21.5	23.5	21.0	23.0
FEMALES	16.0	18.5	15.5	18.0
BOTH SEXES	18.5	21.0	18.0	20.0

Data for physical activity carried out while using transport do not include walking, and physical activity for transport reasons (e.g. cycling, roller-skating.) is considered to be moderate-intensity physical activity.

Sports practice in Poland from the viewpoint Ministry of Sport and Tourist

Main assumptions regarding the practice of physical activity in Poland:

- Over fifty percent of Poles do not practice any physical activity. Compared to other European Union countries, few people in Poland declare they practice non-sporting physical activity also that related to travelling (commuting).
- Poles usually undertake physical activity occasionally or on weekends; they rarely practice physical activity on regular basis. Poles rarely use the offers of sports clubs or private providers; although in the latter case the trend is increasing.
- The integrating role of sport in Poland is underemphasized. Physical exercise is practiced primarily at or close to home, in non-organized forms, most often on one's own. Poles rarely indicate spending time in a group as a motivation to practice sport.
- A lower degree of physical activity is recorded among residents of rural areas, persons with disabilities, unemployed persons, persons with basic-level education and women. However, it should be remembered that in some cases, those persons' lower physical activity in leisure time is closely linked to the fact that they perform work which requires physical effort (e.g. work in the agricultural sector), or to the socio-demographic position of a given group (a greater proportion of senior persons in rural areas).
- In recent years, the availability of sports offers close to home and the activity of local authorities and

organizations in this field were perceived as significantly better. However, the assessment of offers of local sports organizations and sports clubs is still lower than the average assessment in the European Union. Notably, the lack of organized activities is often indicated as the reason for non-participation in sport among school children.

- The most frequently indicated obstacle to practicing sport or recreation is a lack of time. In this regard, particular attention should be paid to persons aged 20-49: over fifty percent of this group indicates the lack of time as the main reason for their physical inactivity. Therefore, this group is often characterized by a sedentary lifestyle.

- The most popular sports and leisure activities are cycling and swimming. Further, men prefer team sports while women prefer individual sports that improve fitness level and body shape (aerobics, fitness exercises, jogging and dancing).

- There is an increased prevalence of obesity and overweight problems in all age groups. Physical activity practiced regularly for a sufficient time is, apart from a healthy diet, a factor that prevents being overweight or being obese.

Main assumptions regarding physical activity of children and youth in Poland:

- The vast majority of children and youth do not meet the WHO recommendations on the minimum amount of physical activity required for appropriate physical and psychological development. The share of young people undertaking physical activity in the recommended amounts decreases with age, and is significantly lower among girls.

- A particularly low percentage of children and youth meet the recommendations relating to intense physical activity.

Approximately 20% of children and youth do not take part regularly in physical education classes (the share of those non-attending increases with age, and is higher among girls). A large number of pupils and students consider PE classes boring and unattractive.

- A dramatic decrease in the level of physical activity is observed among girls in lower secondary schools. That age group is characterized by paying particular attention to the acceptance of the peer group. However, sport and physical activity are not perceived as indicators of attractiveness. There is also a negative tendency among peers to critically evaluate the appearance and the fitness condition of adolescent girls.

- Of key importance for developing the habit of physical activity among children and youth is the support of the family (emotional support, joint exercise and developing positive habits).

- In connection with the expansion of electronic entertainment forcing a sedentary lifestyle, special attention should be paid to increasing the attractiveness of sports activities in order to encourage children and youth to become more physically active.

Sports practice in Poland from the viewpoint sector NGO

With survey held by Sports Club Beniaminek 03 on national level arise that basic needs to improve situation of sport in Poland are:

- *Realization of initiatives serves as the development of sport at the national level.*

People with lower physical abilities haven't got opportunities to rival and share their passion with peers from other EU countries and partner countries. This state of affairs affects adversely the development of general amateur sport, where the fact of taking exercise and recreation is more important than the achieved results. The youth, which does not present outstanding abilities, over time discourages from improve their body and character. Disabled people have limited opportunities of competing in integrating sport events, their opportunities to engage in doing sports and implementing through this their passions are significantly reduced. Participation in sports activities is measured mainly by results, the influence of character education, development of normal, healthy habits and psychosocial development of young people is forgotten. Meanwhile, during the common trainings and sports rivalry, in accordance with the principles of fair play, you can learn the most, very fast achieve results describes above. Therefore, there

is a need to create sports and recreation offer, which will be available for everyone and adjusted youth interests.

- Increasing the involvement of young people in volunteering

Nowadays people want to make money and reap the rewards of their work. People who can help disinterestedly are missing. The interest in this form of social work is very small, hence the need to promote the idea of volunteering (free, voluntary, done for others). People first meet their own needs and only secondarily (or at all) social needs. A small popularity has volunteering in sport. The social involvement of young people is also at the low level. There is a lack of organized offers, including in particular offers addressed to people with fewer chances (with physical disabilities, education difficulties, with reduced intellectual potential) which allow helping other people and simultaneously learning new things and spend good time. The number of volunteers who want to get involved in the organization different sport activities. There is missing support for youth with fewer chances, willing to get involved in voluntary activities. The organizations leading social enterprises don't fully extract the youth's potential.

- Promotion healthy and active lifestyle among youth

Lack of exercise, lack of systematic training of the body and "junk food" pose a health problem associated with generational diseases such as obesity, diabetes, hypertension, curvature of the spine occurring in the young generation of children and young people. Too large population of the European Union spends their free time passively watching TV or computer. To prevent further trend of lazy society, purposeful and reasonable action is becoming encourage young people to participate in sport and shaping pro-health attitudes. We clearly need to organize event, which will show active lifestyle. It can give opportunity to feel satisfaction came from leisure sport (to be chosen according to interests there are football, table tennis or box) and convince youth to change their lifestyles.

- For all young people to create equal access to sports and recreation activities

Regular participation in sports exercises is crucial factor of good lifestyle. However, not all can take part in such activities because of tight budget, disabilities or living in a small town. It leads to social death and alienation of the coeval's society. Furthermore, we have to deal with discrimination some of young sports enthusiasts through the sex. There is a social myth, that football and martial arts are only for boys and this often prevents girls from development in this range of interests. All facts described above contribute to widen of the social differences among youth from the EU. It is necessary to take action headed for involving people socially excluded and enabling the participation of children in sports activities, which are compatible with their interests and expectations. There is also an exigency to organize projects. There is an urgent need to organize ventures with open recruitment formula, in which there will be provided logistical support and additional care for people with less chance, in which access will be equal for all young people.

- For hatred counteraction between youth and promotion of universal European worth such as respect and tolerance

Recently, we can see a lot of disturbing behavior among the EU's youth. It results from racial and ethnic hatred. Riding on a wave of grandstanding, young people quickly judge other people who are different. We need events paying attention to equal opportunities of every human being, the worth of respect, understanding and tolerance. There is need for promotion fair play rules in everyday life. What is needed is animating of sports and recreating and cultural activities in order to mutual understanding of young people with different faiths and nationalities.

- For abilities development in NGO organizations in activities involve propagation of sport

The dynamic development of the sports sector in the European Union requires coordination based on the knowledge and experience of individual civil society organizations at European level.

Sport organization in Poland

Main assumptions regarding the organizational structure of sport in Poland:

- In comparison to selected European countries, in Poland the number of sports clubs and their members is significantly lower.

- Poland, as many other countries, is experiencing a dynamic development of mass participation sports events, both in terms of the number of events and the number of their participants. This applies primarily to sports that can be practiced in the public space, often in natural or recreational areas. They include, in particular, athletics (street runs and cross country runs), cycling, triathlon, cross country skiing and orienteering events (orienteering sports and adventure racing).

- The development of mass-participation sports events often takes place without the involvement of Polish sport associations. The growing popularity of such events does not translate into the number of athletes who train in sports clubs taking part in competitions organized by Polish sports associations, or into better sports results.

- In Poland, the phenomenon of sports volunteering is not yet developed on a large scale, and the percentage of persons involved in organizations operating in the field of sport and recreation is still very low.

Main assumptions regarding the state of sports and recreation infrastructure in Poland:

- The availability of sports and recreation infrastructure in Poland has improved significantly in recent years. Survey data confirm an increase in the perception of the immediate neighborhood as offering many options of physical activity, although still less than the EU average.

- About 75% of schools have access to a gym; a similar percentage have access to a sports ground. The percentage of schools with access to a gym is growing (at a faster pace in rural areas). The percentage of schools with access to a sports ground is increasing in rural areas but decreasing in cities.

- The number of sports halls and gyms relative to population size is similar in both types of areas. However, taking into account only the most functional facilities with dimensions of 24x12 m and larger, rural areas are better equipped than urban ones. The accessibility of full-size sports halls and gyms is inversely proportional to city size.

- In rural areas, there is also a greater availability (measured by the proportion of the population to the number of facilities) of football grounds and small game grounds (for basketball, volleyball and handball). The situation is opposite as regards tennis courts and swimming pools.

- Compared to other EU countries, in Poland there is a lower availability of indoor swimming pools and tennis courts but a greater availability of football pitches and small game grounds.

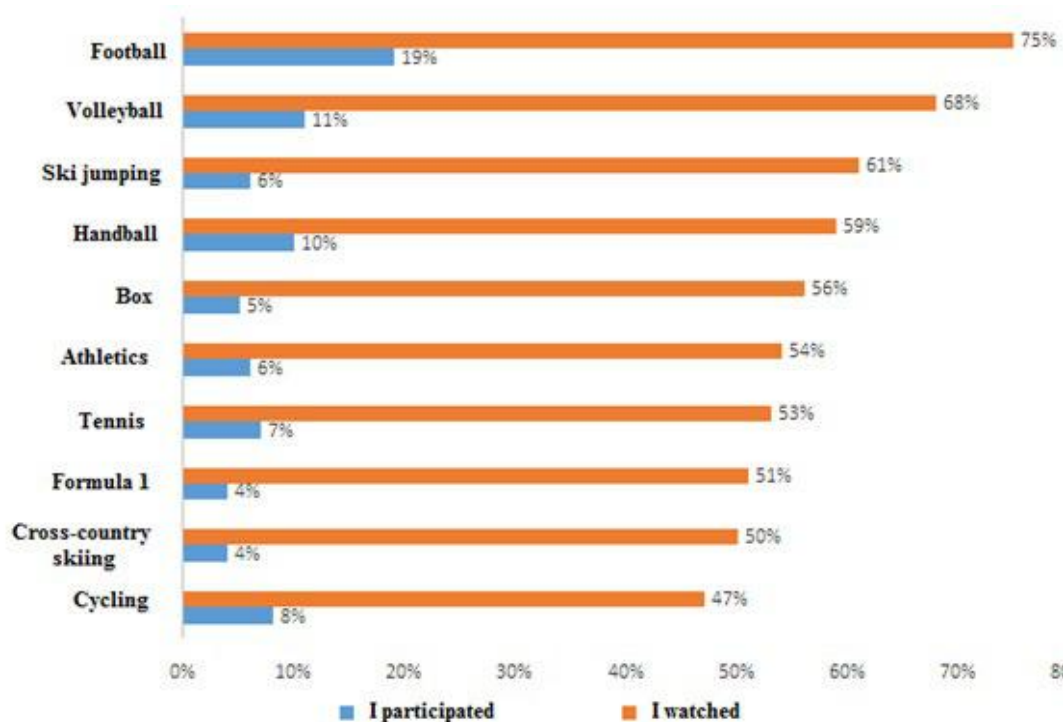
- Poland has few cycle lanes. In relation to the area of the country, the length of cycle lanes in Poland is over 40 times smaller than in the Netherlands.

- Despite the increase in the length and diversity of tourist routes in Poland, it is necessary to take measures towards their better maintenance and extension. This, combined with ensuring the necessary supporting infrastructure, should increase their attractiveness and contribute to a greater use of the active tourism potential in promoting physical activity.

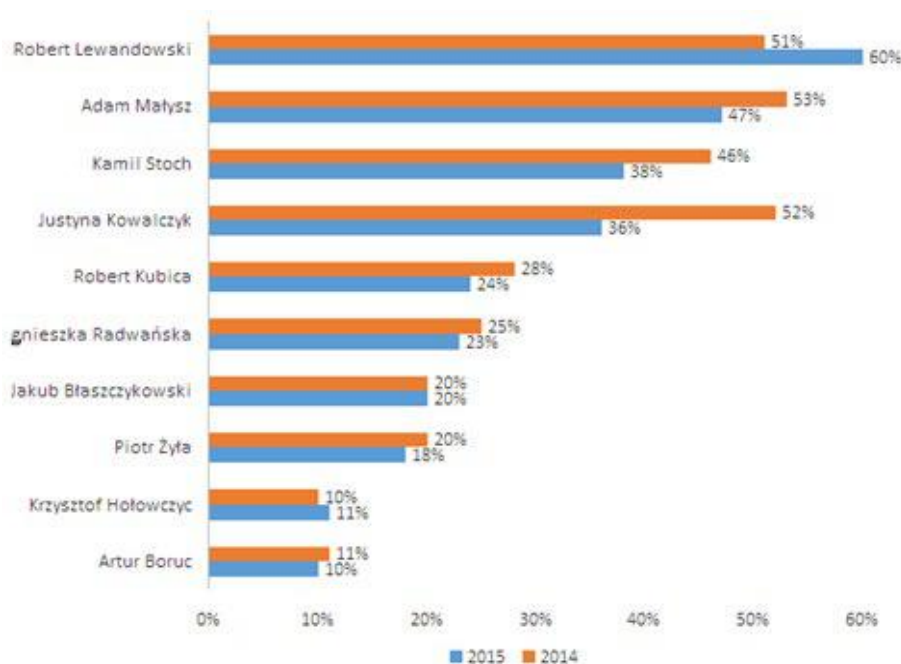
- The state of infrastructure adjusted to holding major sporting events in Poland is satisfactory. The existing facilities make it possible to apply for the holding of major international sporting events in most summer Olympic sports.

Sport category in Poland

We present the most popular sports discipline in Poland:



The most popular sports players in Poland:



The most popular sports event

Main assumptions regarding high-performance sport in Poland:

- Polish high-performance sport lacks sufficient tools to precisely determine the range of practice. It is not possible to clearly indicate the number of athletes practicing individual sports; this significantly reduces the possibilities of their strategic management and of conducting evidence-based policy in the area of high-performance sport.

- Undoubtedly, the most popular sport in Poland is football. Other team sports, as well as martial arts, also enjoy relatively high popularity. The national associations of sports that do not require intense physical

activity (e.g. fishing, sports bridge, and chess) have relatively large numbers of members, too. Many Polish sports associations have less than one thousand athletes practicing their respective sports; this applies to almost all winter sports.

- High-performance sport in Poland is based primarily on competitions held in youth age categories⁴. Senior age categories make up merely about 35% of the athletes participating in sporting competitions.

- Poland has a relatively stable situation in terms of its achievements in Summer Olympics. It is ranked in places 20-30 in medal counts, and wins about 10 medals in every edition of the Games. In recent years, Poland won most medals in track and field sports (mainly throwing sports), canoeing, rowing and weightlifting. The rate of the Polish representation's success in sports achievements in Summer Olympics is gradually decreasing.

- Polish athletes are successful in sports (and individual events) that are less popular, practiced by small numbers of athletes, and often impossible to be practiced in the framework of sport for all (e.g. ski jumping, hammer throw, pole vault).

- The Polish national team's results in Winter Olympics are gradually improving; the rate of success in sports achievements is increasing. In recent years, the Polish national team won the most medals in cross-country skiing, ski jumping and speed skating.

- Attention should be paid to the achievements of the Polish female and male teams in international-level and club-level competitions in team sports, in particular volleyball and handball, and to the growing achievements of Poland's best athletes in cycling and tennis.

- The size of state budget allocations to individual Polish sports associations depends on the so-called history criterion that reflects the historical potential of the respective associations in the field of sports and organizational achievements. It is also largely dependent on the sports results achieved in recent years and on the number of medals that can potentially be won in a given sport in the Olympic Games. Given that results in individual sports are largely dependent on their funding, the currently used algorithm provides no possibility of reversing the current trend and increasing the achievement potential in sports that have recently been unsuccessful.

- When allocating funds to Polish sports associations, numerous important issues are currently disregarded, e.g. the quality of management of a given sport association, its operations' transparency and the number of athletes practicing the sport in question. The issues such as the sport's popularity, health-enhancing character and the possibility of its use for promoting physical activity for all are also overlooked.

- The financial algorithm does not take into account the "range" of individual sports – their popularity in the media and the number of countries taking part in relevant sporting competitions. This may result in the promotion of those sports in which success is relatively easy to achieve due to a small number of countries participating in the competitions.

- The system of youth sport funding is ineffective with regard to preparing young athletes for achieving success in the senior categories. Therefore, the achievement of success in youth categories most often becomes a goal in itself, given the direct financial benefits.

- Some of the sports associations in Poland have problems with timely reporting and with complying with the applicable provisions of the common law and internal regulations. Moreover, many of those entities are financially dependent on public budgets and are unable to raise their own funds.

The most important sport events hosted in Poland are:

UEFA European Championship 2012 in Poland and Ukraine



FIVB Volleyball Men's World Championship 2014



Yearly Ski Jumping World Cup in Zakopane



Yearly Internation Football Tournament Deyna Cup Junior in Starogard Gdański



Sports facilities in Poland

Main assumptions regarding the state of sports and recreation infrastructure in Poland:

- The availability of sports and recreation infrastructure in Poland has improved significantly in recent years. Survey data confirm an increase in the perception of the immediate neighborhood as offering many options of physical activity, although still less than the EU average.
- About 75% of schools have access to a gym; a similar percentage have access to a sports ground. The percentage of schools with access to a gym is growing (at a faster pace in rural areas). The percentage of schools with access to a sports ground is increasing in rural areas but decreasing in cities.
- The number of sports halls and gyms relative to population size is similar in both types of areas. However, taking into account only the most functional facilities with dimensions of 24x12 m and larger, rural areas are better equipped than urban ones. The accessibility of full-size sports halls and gyms is inversely proportional to city size.
- In rural areas, there is also a greater availability (measured by the proportion of the population to the number of facilities) of football grounds and small game grounds (for basketball, volleyball and handball). The situation is opposite as regards tennis courts and swimming pools.
- Compared to other EU countries, in Poland there is a lower availability of indoor swimming pools and tennis courts but a greater availability of football pitches and small game grounds.
- Poland has few cycle lanes. In relation to the area of the country, the length of cycle lanes in Poland is over 40 times smaller than in the Netherlands.
- Despite the increase in the length and diversity of tourist routes in Poland, it is necessary to take measures towards their better maintenance and extension. This, combined with ensuring the necessary supporting infrastructure, should increase their attractiveness and contribute to a greater use of the active tourism potential in promoting physical activity.
- The state of infrastructure adjusted to holding major sporting events in Poland is satisfactory. The existing facilities make it possible to apply for the holding of major international sporting events in most summer Olympic sports.

Sport in education and values education through sport

The question "Do you participate in PE classes?" was answered "Yes, willingly" by 85% of students (Column 1). This response was more common amongst boys than girls. A little over 13% of students stated that they participated in classes "although they didn't want to" or "because they had to" (Column 2). These responses were more popular amongst girls. A small minority (approx. 2%) stated that they did not participate in PE classes at all. School location (urban vs. rural) did not impact attitudes of students towards participation in PE classes, contrary to students' age. Over 90% of 4th graders declared a willing participating in PE classes. The older the children, the higher proportion of students who participated in PE classes "although they didn't want to", "because Vol. 10, No. 2/2015 81 Physical Education Lessons and Primary School Students' Free Time they had to", or did not participate at all. The proportion of such students amongst 6th graders was twice the number of non-participant amongst 4th graders. A little over 20% of students who declared willing participation in PE classes stated that these were their only physical activities during a week. Amongst students who participated in PE classes "although they didn't want to" or "because they had to", there was a higher proportion of students who declared participation in additional physical activities (apart from PE classes). It is, therefore, possible, that lower willingness to participate in PE classes did

not mean that these students tried to avoid physical activity; perhaps PE classes simply did not meet their expectations.

Sex	1	2	3	Total
	yes, willingly	yes, but...	no	
Boys (N = 182)	91.2	7.1	1.6	100.0
Girls (N = 189)	78.8	19.0	2.1	100.0
Total (N = 371)	84.9	13.2	1.9	100.0

Drawing further conclusions, however, needs to be very cautious. HBSC questionnaire, which is a quantitative research method, does not allow us to provide an in-depth analysis of the obtained results. It is not entirely clear how students interpreted the notion of “additional physical activities”. Some subjects might have understood it as classes organized e.g. in a local club. Thus, lack of participation in “additional physical activities” does not need to equal zero physical activity, such as spontaneous activities with peers. Attitude of primary school girls towards participation in PE classes did not impact their declarations about their non-school physical activity.

Over 85% of school girls stated that they participated in additional physical classes. Primary school boys – more often than girls – declared that they participated only in school-based physical activities (over 25% of responses).

Those who declared participation in PE classes “although they didn’t want to” or “because they had to”, stated that they participated in non-school physical classes more often. The abovementioned assumption that PE classes did not meet expectations seem to be more justified for boys than girls (as far as the reservations about inability to draw in-depth conclusions allow).

Students of rural schools declared participation in non-school physical activities less frequently than their urban counterparts. This response was given by approximately 75% of students. Rural students who declared participation in PE classes “although they didn’t want to” or “because they had to”, stated that they participated in non-school physical activities more often. The assumption that PE classes did not meet students’ expectations may be more justified for rural students (as far as the above-mentioned reservations permit).

Sports activities in our organization

Sport club “Beniaminek 03” exists in our city for 14 years as an association of physical culture. In the club are carried out sections of football, horse riding, boxing, kick-boxing, bridge, table tennis and lawn tennis (range of activities offered by the club is constantly growing over the years and gained experience). The recipients are children and adolescents aged 4-18 years old and adults who come from all around the district of Starogard. Our activities are addressed in a large part to children and young people with fewer opportunities (most of our players live in rural areas or disadvantaged rural areas comes from poor families). Around 400 people regularly attend to classes offered by the club. The club is working with units of local government and private economic operators in the popularization of sport, promoting healthy and active lifestyles among children, adolescents and adults.

Club activities are based on the voluntary work of its members. Currently with the club are related 26 volunteers on a permanent basis (sports coaches and teachers for whom work in this club is a passion). We also promote youth volunteering (seasonal) through the inclusion of young people in the implementation of sports tournaments organized by us (of international, national and local reach) also in events and festivals, and popularizing sport in the region (among others: “Children’s Day with Beniaminek 03”, “Sports Day”,

urban tournaments). Each year about 200 young people help organize events as volunteers.

Our main objectives are:

- Promoting physical activity among children, youth and adults by offering them a variety of sports and recreational activities. The choice: football, tennis, horseback riding, kick-boxing, boxing and table tennis. Recently, we also offer classes in gymnastics and rhythmic for the players.
- Improving awareness about the health behaviours for health and fitness and prevent potential diseases of civilization among children and youth through regular participation in our sports and educational campaigns.
- Guess the offer classes to as many children from different social backgrounds in the context of equal opportunities.
- Integration into the local community through community involvement (especially taking into account the promotion of youth volunteering) in the organization of mass sports events and sports and language camps organized by the club.
- Integration of the local community and stimulate their activity by organizing various games and activities accompanying sporting events or cultural region.
Providing free holidays in the form of active recreation for children from the poorest families.
- Promotion of ethical principles that is necessary for working with children and youth with special regard to the principles of fair play and the tolerance.

Most clubs leads to selection during the recruitment team. The motto of our club is that we do not use any restrictions when it comes to fitness level, skills and abilities of potential candidates. Everyone can practice with us.

Conclusion

Primary school senior students are obliged to participate in 4 hours of PE classes per week. It is more than what students in majority of European countries face (Pośpiech 2006; Tomik and Pośpiech 2010). Over 90% of boys and almost 80% of girls participate willingly in PE classes. A slim proportion of students do not participate in PE classes at all. School location does not impact students' declarations on their participation in PE classes.

The older the children, then more often they report participating in PE classes "although they don't want to" or "because they have to". Students' declarations about their participation in mandatory PE classes were more optimistic than the results of NIK's report.

Over 80% of girls and 70% of boys declared that they participated in extra physical activities. This is less than in Germany, where over 90% of children declared additional sports activities outside of school (Sawicki 2009). Research on willingness to take up physical activity once school education is over also suggested that Polish students are less willing to do so than their German (Sawicki 2009) and Irish (Pośpiech 2006) counterparts. Students in rural schools declared participation in non-school physical activities less frequently than urban students. Amongst 4th and 6th graders, additional physical activities were reported more often by students who participated in PE classes "although they didn't want to" or "because they had to".

Over 70% of students declared that in their free time they engaged in ball games; the same proportion rode a bicycle. Over 40% reported swimming, and almost 40% jogging. Students who did not participate in PE classes usually declared that they walked in their spare time. In this group, there were almost 30% of students who cycled and almost 30% who swam. The most popular sports amongst German schoolgirls were: cycling, horse-riding, jogging, swimming, and dancing, while for German boys, popular sports included: football, cycling, table tennis, skiing and basketball (Sawicki 2009). Polish schoolgirls, compared

to their German peers, were more inclined to play with ball and less willing to dance. 6th graders declared more intense forms of physical activities than younger children, while proportion of those who walked increased in that age group.

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STAKEHOLDERS:

According to Ed Freeman, the term stakeholder means “any group or individual who can affect or is affected by the achievement of the organization’s objectives” (Freeman, R.E. Strategic management: a stakeholder approach), whilst Bryson used a more comprehensive definition: “A stakeholder is defined as any person, group, or organization that can place a claim on an organization’s attention, resources, or output or is affected by that output”. (Bryson, J. Strategic planning for public and non-profit organization).

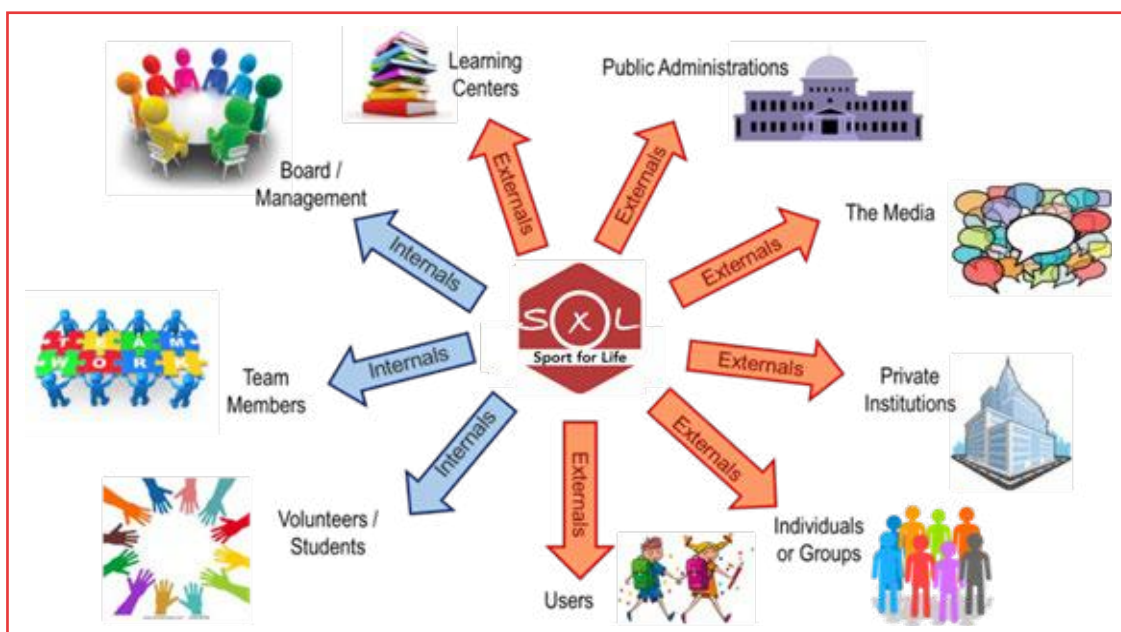
Starting from these definitions, we can consider stakeholders individuals, groups or organizations involved, that have some kind of relationship with our project, or whose interests may be affected positively or negatively by its realization.

Making a mapping of stakeholder is important for the success of our project and/or activities. It is a starting point to develop strategies and to get the necessary support, as well as to properly manage the expectations, maximizing the positive influences and mitigating potential negative aspects.

These strategies may include, for example:

- Suggesting their participation in project activities or events;
- Communications to improve the information about the project;
- Collaboration with third parties so they can positively influence a stakeholder;
- Mitigation of negative actions on a stakeholder.

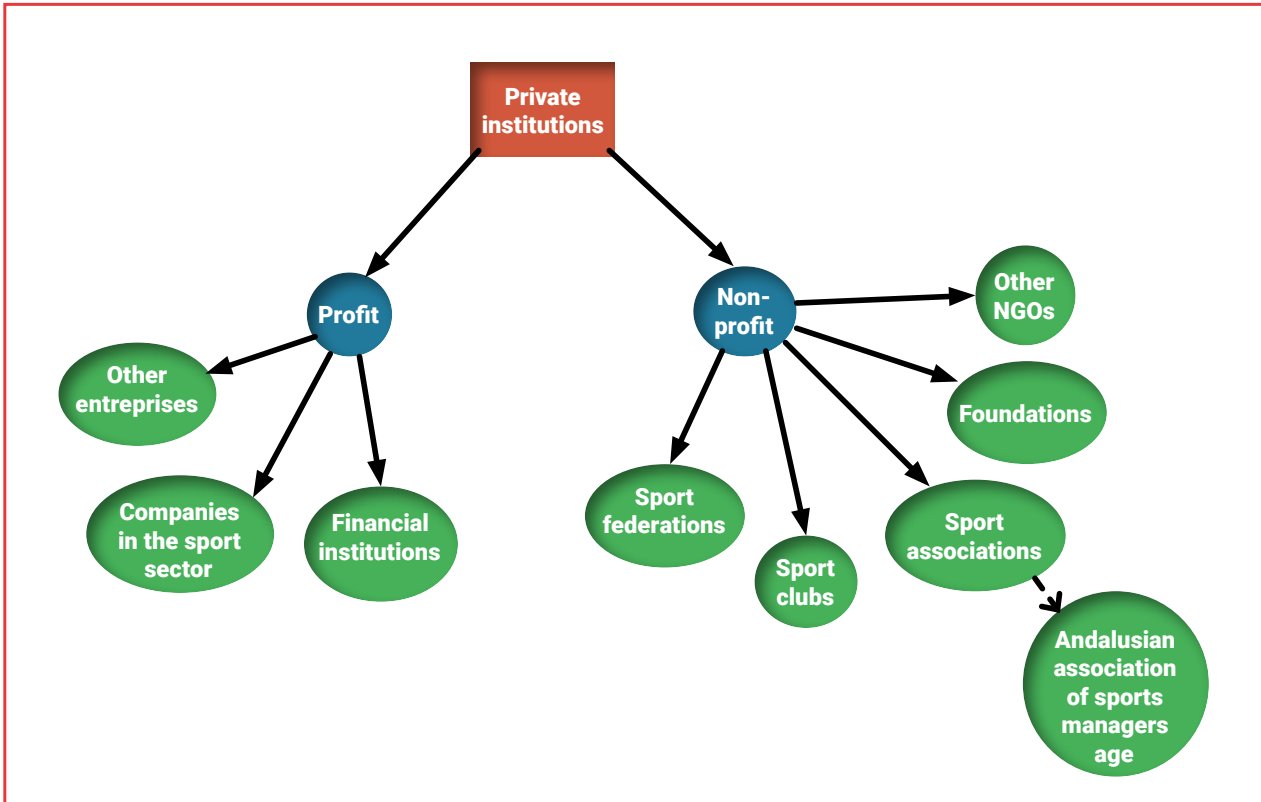
The following picture can summarize the most important stakeholders that can be identified for the project “Sport for Life”, taking into account the division between internal and external stakeholders.



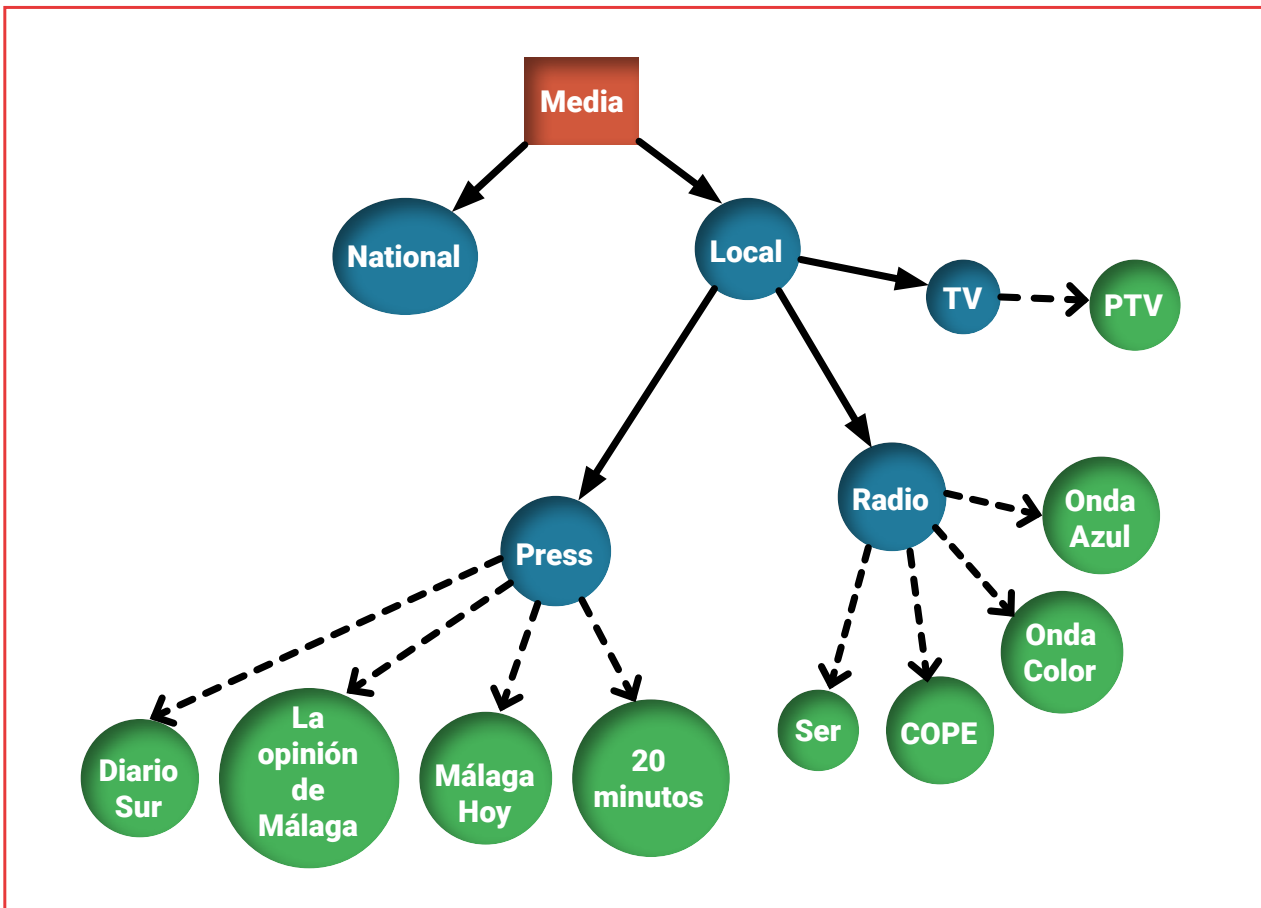
As identification of stakeholders, we understand the specific definition of a person or organization, as well as the recognition of its power and potential interest degree on the project. The power or level of influence is the ability to influence the project and the activities, its execution, definition, approval or any other basic aspect. The level of interest or positioning helps us to understand if the stakeholder is interested or not by the project.

Each partner organization of the project has selected the most relevant stakeholders related to this project and their main activities in the field of sport.

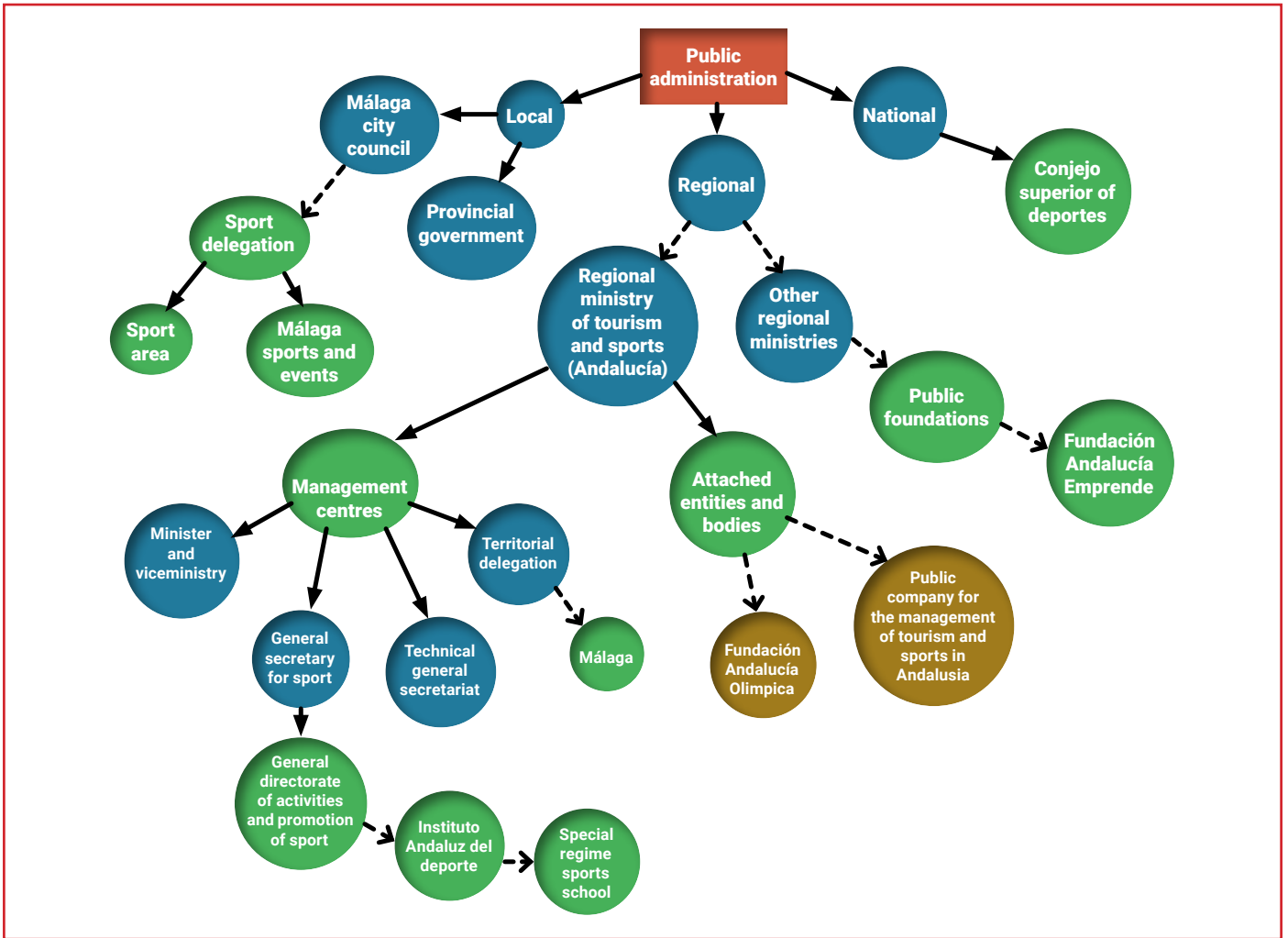
Here you can find some examples of stakeholder maps created during the project:



Map of stakeholders: Spain, part 1



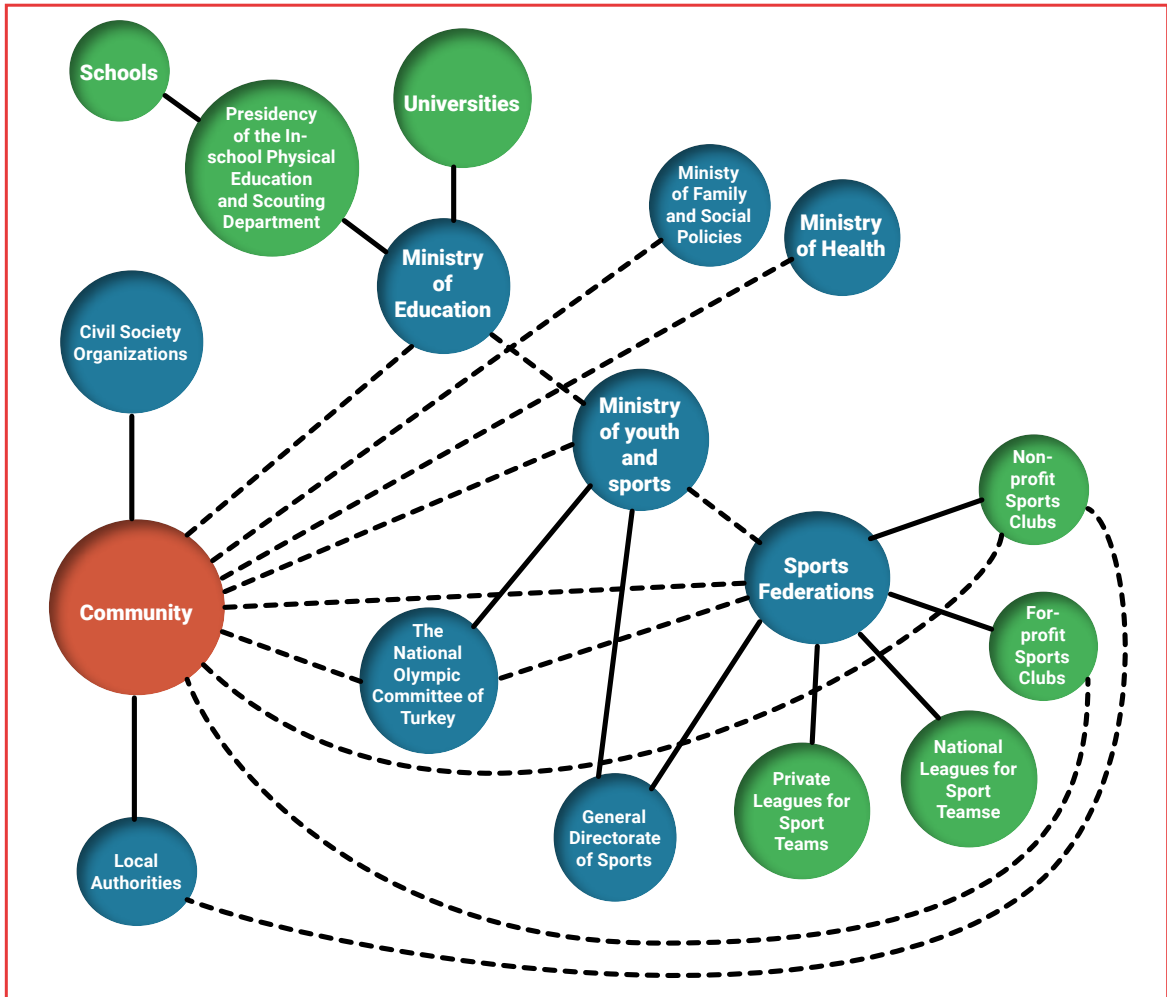
Map of stakeholders: Spain, part 2



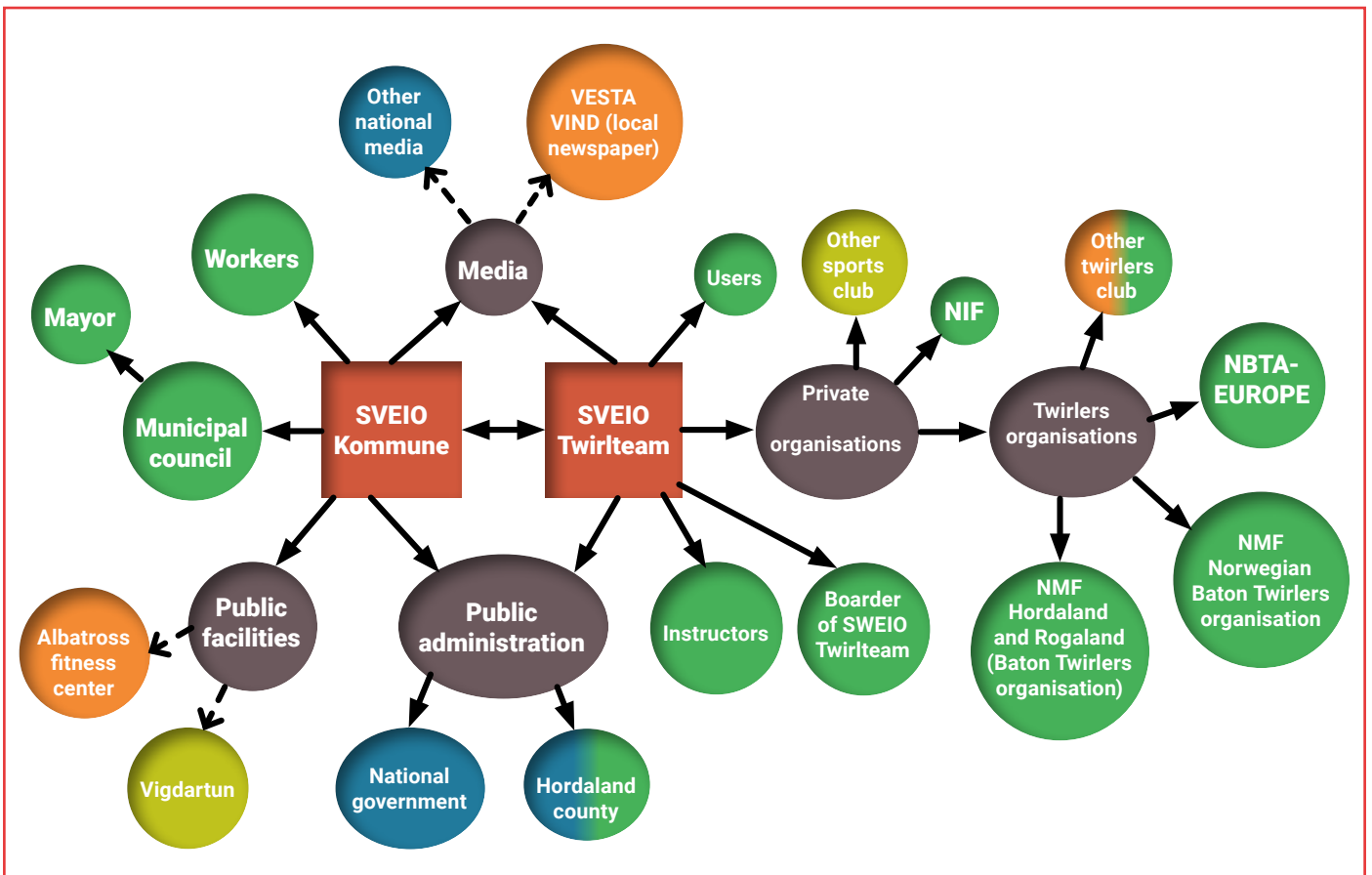
Map of stakeholders: Spain, part 3



Map of stakeholders: Italy



Map of stakeholders: Turkey



Map of stakeholders: Norway

The collected information about stakeholders has been very useful for the project but it can be used also in the future for other activities, taking always into account that the mapping is a dynamic tool because the number of stakeholders and their power can quickly change.

We can confirm that the mapping has been very important for identifying relevant stakeholders that has been involved in the project. Indeed, each partner organisation had several meetings with important people and/or organisations at local and/or regional level. The knowledge and interest about the project "Sport for Life" has increased, as well as the information about Erasmus+ programme of the European Union and the importance of values education in sport and how sport can be used as an educational tool. Several relevant collaborations have been set up for this and future projects.



GOOD PRACTICES:

Each partner organization has selected some existing good practices at local level where sport or physical activities are used as a tool for inclusion, participation, equality, peaceful coexistence and/or social transformation. They could select a project, an activity, a workshop or some specific methodology created or used by the same partner organization or by a local partner. During the Seminar in Málaga one good practice per country has been presented, encouraging exchange between participants and organization, as well as analyzing the possible replicability in different realities or in different sports types.

SPAIN

JABEGA BOAT ROWING AND SHORE CARPENTRY	
Purpose:	The main purpose is to promote jabega boat rowing and shore carpentry
Learning objectives:	<ul style="list-style-type: none"> - Getting to know jabega boat rowing; - Learning traditional rowing techniques; - Knowing shore carpentry; - Enjoying an activity which is sport, culture and tradition at the same time.
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<ul style="list-style-type: none"> - Teaching jabega navigation, sea rowing, wind, and tide; - Learning of basic maneuvers, placement of ropes, safety position, shipment and disembark; - Basic sport techniques, theory and practice; - Sea departure; - Regulation and rules of navigation; - Warming up and rowing ergometer in gym; - History of jabega boat and shore carpentry.
Duration (time schedule):	<p>Example of rowing Initiation Programme:</p> <p>10:30: Arrival at the harbor and start of the activity</p> <p>10:45: Group training, explanation of the activities, peculiarities of the boat, techniques and basic maneuvers;</p> <p>11:15: Navigation;</p> <p>13:15: Break;</p> <p>14:00: Workshop about Shore Carpentry (Shipbuilding);</p> <p>15:00: End of activities.</p>
Size and characteristics of the group:	Approximately 60 people of all ages per day. The activity is appropriate for all target groups (young people, adults, seniors, etc.). It's suitable for both sexes.
Tools and materials – Environment and context:	<ul style="list-style-type: none"> - Rowing school in the harbor of Malaga; -Jabega boats; -Shore carpentry for boats maintenance; -Gym for rowing ergometer; -Tutors.

JABEGA BOAT ROWING AND SHORE CARPENTRY	
Created or adapted by:	Asociación de Remo Tradicional (Traditional Rowing Association): Agustín Montañez Jimenez (President of Asociación de Remo Tradicional) José Pedro Gonzalez (Shore carpenter); Pedro Murillo (Rowing tutor); Silvia Campos (Secretary of Asociación de Remo Tradicional).
Tips for facilitators:	Recommendations for participants: they should bring with them: -Swimsuit or trousers, t-shirt, a change of clothes and towels; -Beach shoes; -Backpack with sandwich or similar to have some food during the day; -Abundant liquid; -Sunscreen cream; -Cap; -Parental authorization in case of minors.

PROGRAMA OLIMPISMO EN LA ESCUELA (Olympism Program at school)	
Purpose:	The main purpose is to transmit, disseminate and instill the values of sport and Olympics Movement to students aged 6-12 years old.
Learning objectives:	<ol style="list-style-type: none"> 1. Getting to know the daily life of sport professionals at educational Andalusian community, without making differences between Olympics and Paralympics; 2. Promoting the Olympics' values reflected on sport, such as mutual respect, fair-play, courage, equality and justice, peace and friendships; 3. Bringing sport practices closer to students; 4. Promoting the support that different institutions offer to sport professionals of any level in Andalusia. 5. Getting the Andalusian Olympic Foundation (Fundación Andalucía Olímpica) closer to as many people as possible, in order to increase its institutional and popular support. 6. Adding new contents to the collaboration and activities between Fundación Andalucía Olímpica and its institutional partners and collaborators.
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>The program introduces the Olympic world to children through some specific games at school, where they have to put into practice their real Olympic spirit, working in team, behaving fairly, respecting the opponents, fulfilling the goals and participating altogether. To do this, it is provided to each school a series of didactic tools which serve as a guide for the knowledge and learning of values, positive examples and other sport realities.</p> <p>In each school it will be realized an Olympic week, i.e. 5 days structured in 5 sessions with an opening and closing ceremony and three days of sport competitions in-between.</p>

PROGRAMA OLIMPISMO EN LA ESCUELA (Olympism Program at school)

Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>The Olympic Games will be developed in the classes as well as in the sports court. Didactic materials are given to professors, in order to know, understand and enjoy the Olympic Movement in class during that week.</p> <p>Among others, these materials are:</p> <ol style="list-style-type: none">1. "The values of Olympics": a comic where the values of Olympics are shown, along with distinguished trajectories of athletes.2. "Sport Idols": a sticker album publication that each scholar can complete by looking for images, trying to guess and knowing some of the great Andalusian champions on their way to the Olympics.3. "Champions on the Table": a manual/guide to show healthy eating habits combined with sport and life in general, so students know the benefits of the products, the adequacy of their consumption and what to do for achieving a physical and mental balance through food. <p>At the end of the program, an evaluation is made and some Andalusian educational centers are selected to participate in the School Olympics that are celebrated at a regional level.</p>
Duration (time schedule):	One school Olympics per year.
Size and characteristics of the group:	80 community centers, 10 per each province, with the participation of 8.000 schoolchildren between 6 and 12 years old.
Tools and materials – Environment and context:	<p>The didactic materials are composed of:</p> <ul style="list-style-type: none">- Manual of the instructor to organize Olympic Games in the school during a week;- Representation of the cauldron and comic for the students, in which the Olympic values of the movement are transmitted. These values are personified in great moments of the Olympic Games and represent seven ages of world sport, as well as Spanish and Andalusian sportsmen and sportswomen, whose sporting trajectories are worthy of example for youth.
Created or adapted by:	Fundación Andalucía Olímpica, which belongs to Junta de Andalucía (Regional Government of Andalusia).

ITALY

A RUOTA LIBERA – FREE WHEEL

Purpose:	The main purpose is to promote sport and inclusion
Learning objectives:	<ul style="list-style-type: none">- To promote inclusion and participation through sport;- To improve solidarity among citizens through sport events;- To organize sports events where people can understand and feel as people with disability;- To get more awareness about disability.

A RUOTA LIBERA – FREE WHEEL	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>Every year the Municipality of San Venanzo organises an edition of a sport event linked to the theme of disability, the name is “Sport and Integration”. The year 2017 was the year of “Free Wheel”. The event lasted two days.</p> <p>Day 1: a race from Marsciano to San Venanzo (12 kilometers uphill road) run by volunteers of the sports association “Free Bike” and a wheelchair disabled athlete, called Luca Panichi, was organized. At the arrival, an official ceremony took place.</p> <p>Day 2: there was a basketball match organized in the public gardens with disabled and non-disabled children, all riding their wheelchairs. At the ceremony, at the end of the event, the Regional Counsellor for Social Policy, the president of Perugia County, the representatives of all the 8 Municipalities of Media Valle del Tevere and the Italian Association against multiple sclerosis (AISM) were invited. Furthermore the event included a “Blind Race”, where bandaged people, guided by their “coach” ran in a race along the town’s streets, as if they were blind. At the end the winner was symbolically awarded.</p> <p>In July 2017 The Municipality of San Venanzo signed a Protocol of interest with other Municipalities, with the Region of Umbria and with INAIL (Italian national Institute for accident and insurance at work) in order to transform this event “Sport and Integration” into a more important one for our region: “The white night of Paralympics sport”.</p> <p>It is an event that involves everyone, creating aggregation for all and making people having fun together.</p>
Duration (time schedule):	Two days event (In 2017: 17th and 18th of June)
Size and characteristics of the group:	<p>The event gathered about 150 athletes and 200 people in the public. It is important to have a big group of people and also to involve decision-makers.</p> <p>A good number of them were invited (about 20 people) coming from the local and regional context and representatives of disabled associations.</p>
Tools and materials – Environment and context:	A wide range of indoor or outdoor activities can be organised.
Created or adapted by:	ProLoco San Venanzo, Free bike Marsciano, Comune di San Venanzo.
Created or adapted by:	Zona sociale 4 the Municipality of San Venanzo are the promoters of the event with the patronage of Regione Umbria e Comitato Italiano Paralimpico dell’Umbria, Free Bike, Pro Loco San Venanzo and Cesvol Perugia are the organizers.

A RUOTA LIBERA – FREE WHEEL	
Tips for facilitators:	It is important to include and involve local associations and to foster political dialogue about disability.

NUOTO IN MONTAGNA - SWIMMING IN THE MOUNTAINS	
Purpose:	The main purpose of this activity is to stimulate children with different and funny activities in the swimming pool and in the nature, in order to promote the values of physical wellness and preservation of the environment.
Learning objectives:	<ul style="list-style-type: none"> - To extend healthy lifestyles and physical wellness to children; - To promote environmental education in children and their families; - To create a good and healthy atmosphere for learning; - To instil in children principles such as respect for the landscape, sustainability and the importance of preservation of the environment.
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>Every year, the Municipality organises a swimming course in Pantalla during the wintertime for children between 3 and 6 years old going to kindergarten, whilst during the summer in San Venanzo swimming pool they do it for Primary school students between 6 and 10 years old.</p> <p>The winter course is organized during one month with two sessions per week.</p> <p>The summer course is one week of intensive activity in the swimming pool park of San Venanzo, combining sport activities (mainly swimming but also other sports) with activities in the nature. This is to promote sport and environmental education, respect for the landscape, preservation and sustainability. During the week, local associations organise special events for children, to contribute to their aggregation. Among them, Pro Loco and University of the third age.</p> <p>The student's parents are invited to participate in the last day of the event, so the initiative can be shared inside the community.</p>
Duration (time schedule):	<p>One week in summer</p> <p>One month in winter (twice a week)</p>
Size and characteristics of the group:	The activity is addressed to primary school and kindergarten children for a total of about 150 children.
Tools and materials – Environment and context:	<p>Swimming pool and big room or outdoor facilities where to play;</p> <p>Training materials;</p> <p>Materials that students need for each sport activity.</p>
Created or adapted by:	Municipality of San Venanzo

NUOTO IN MONTAGNA - SWIMMING IN THE MOUNTAINS

Tips for facilitators:	It is important to involve the local community, other school and other Municipalities in the event and fostering the participation of local associations and making this event an intergenerational opportunity to dialogue about important topics as physical wellbeing and environmental preservation.
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TURKEY

TABOO	
Purpose:	To analyse the main sport terms in deep and create a common understanding among participants.
Learning objectives:	<ul style="list-style-type: none"> - To think deeper about the main terms of sport; - To see different understandings of different people about the same term - To have a better understanding about the terms that we are using very often in our daily lives
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>ENERGIZER– 5 min : Preferably an energizer which makes group division .</p> <p>INFO ABOUT THE ACTIVITY – 5 Min The participants are informed about Taboo game (in the case of there are people who don't know it). Then they are asked to discuss about each of the given terms and find out 5 Taboo words (sub-terms) for each which defines best or a must / a sine qua non for this term.</p> <p>The participants are asked to find out 5 Taboo words (Sub-terms) of the following terms. (Sport, team, inclusion, fair play etc.)</p> <p>(The terms can be differ related to the objectives of the training or the profile of the participants. For example in a session with fans, sport values, violence or being fan can be asked or in a session with professional players, professionalism, ownership and club culture can be asked.)</p> <p>SUN-GROUP DISCUSSION – 30 min : The participants are discussing about the given terms in their small groups and write 4 sub terms / taboo words on the given template. They also asked to decide one representative for each term to represent their group in the presentation phase.</p> <p>OPEN DISCUSSION – 40 Min The stage is prepared like a panel and one representative from each group is invited to the stage to take a sit and present their results in 1 min.. All sub terms are written to the flipchart by moderator while the representatives for the first term (Sport) are sharing the high lights of discussion in their group.</p>

TABOO	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>After all groups presented, the moderator ask to all group if they have a rejection for a sub-term, or a comment or any question to the representatives. After the comments of the participants and answers of the group representatives, The moderator pass to the next term.</p> <p>For the next term (team), the groups are asked to send different representatives. The same flow continues for all of the terms.</p> <p>Conclusion – 10 Min Lastly the moderator make a sum up with 20 sub-terms written on each flipchart for each of the terms and underline the most common terms between the groups. If needed the moderator makes additions and/or explanations about the terms.</p>
Duration (time schedule):	90 Min
Size and characteristics of the group:	Groups from 12 to 25 participants.
Tools and materials – Environment and context:	Flipchart – Markers – A4 Papers – Pen
Created or adapted by:	Designed by M. Volkan Muderrisoglu & Tugba Cansali

DIFFER THE RULES DIFFER THE APPROACH	
Purpose:	To make the Participants think about Sport Values
Learning objectives:	<ul style="list-style-type: none"> - To Understand the values of Sport - To Raise AWARENESS on Fair Play and Ethics - To create EMPATHY and A TEAM SPIRIT between people from different sportive background
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>Participants play Basketball on the court. 4 sub teams play at 2 basket.</p> <p>INTRO : 10 Min</p> <p>1- divide the participants into the 4 teams 2. Task for teams: - choose a team leader, create a team name, make a game strategy.</p> <p>PLAY:</p> <p>1st Game - Play normal – 5 Min In each basket, 2 teams are playing Street Basketball (with 1 basket) with the normal rules</p> <p>2nd Game - Play with roles. (5 Min) Some special conditions are given to some Players from the same team. Everything is Normal ! for the second team. The conditions can be a specific physical obstacle or a special task (like not shooting under the basket , passing the ball always to the same person back etc.)</p>

DIFFER THE RULES DIFFER THE APPROACH	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>3rd Game - play the opposite of your role! (5 Min)</p> <p>4th Game – Play with different Rules (5 min) Participants asked to play Normally again. But this time the Referee (Moderator) lead the game unfair by supporting one team with the decisions.</p> <p>BREAK – 10 Min (To change clothes)</p> <p>DEBRIEFING- 50 min</p> <ul style="list-style-type: none"> - How did you feel during the games? - How did you cope with the conditions? - How did you feel in your roles / conditions? - How did you perceive the behaviour of others? - How did you adapt your communication and behaviour as a team ? - Did you recognise the unfair situation ? Did you enjoy the unfair game ? - Which is more important for you in sport, winning in all cases or enjoying ? - Do you find similarities in real life ? How ? How do you feel / react ?
Duration (time schedule):	90 min
Size and characteristics of the group:	Groups from 16 to 24 participants.
Tools and materials – Environment and context:	A Basketball Court. Ball, 2 Referees (or Facilitators)
Created or adapted by:	Adopted by M. Volkan Muderrisoglu, Shirin Amin, Juraj Boljat, Migle Jaskunianie for the Fan Trainings in “Fans Against Violence” Project by Turkish Basketball Federation

CZECH REPUBLIC

WORKOUT AS A COUPLE	
Purpose:	The main purpose is to show the different ways of working (alone, in a couple or in mixed group of people) and making participants reflect that there are possibilities and benefits, which they can get through cooperation with different gender.
Learning objectives:	<ul style="list-style-type: none"> -To reinforce teamwork; -To show more ways to help each other even if you are a different gender; -To reflect about gender equality; -To have more experience about gender equality in sports and life.
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>All the exercises are designing for showing the differences between working out alone, and with a partner.</p> <ul style="list-style-type: none"> -Explanation and introduction of trainers (5 min.) -Warm up (10 min): the warm up is physically and mentally, too. Participants chose they own partner, but in the other exercises they have to change him/her.

WORKOUT AS A COUPLE	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>In warm-up we chose trustworthy exercises to make them more confident with the partner, trainer and their class.</p> <p>-Question 1: we ask to the group what their opinion about work with partner of a different gender.</p> <p>-Couple workout (30 min): we choose exercises, that they can do alone, and then with the partner, who helps them and make it easier (support and motivation included). For example push-ups alone vs. push-ups with supporter.</p> <p>-Cool down (5 min): Take the partner, who you had at the beginning, take a rest, and stretch together.</p> <p>-Question 2: ask to the group, what is their opinion now about work out together with a partner with different gender.</p> <p>-Discussion (15 min): Trainers explain what the purpose of this workshop/training is and they talk about gender equality in life and in work with statistics. Then, they talk with the group, listen to their opinions and feelings.</p>
Duration (time schedule):	65 minutes
Size and characteristics of the group:	30 students and 3 trainers
Tools and materials – Environment and context:	Bars and workout park
Created or adapted by:	ERS Wokrout s.r.o.

CALISTHENICS	
Purpose:	The main purpose is to improve visibility of calisthenics and improve motivation, participation and self-esteem of participants.
Learning objectives:	<p>-To know your body and your limits;</p> <p>-To improve your gymnastics skills;</p> <p>-To motivate yourselves and have a higher level of self-esteem.</p>
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>-Introduction: trainers, participants and small explanation about calisthenics. (10 min.)</p> <p>-Warm up (15 min): the warm up is physically and mentally, too. We choose easy exercises that all participants are able to do. They have to do some of them with a partner; in this case we chose trustworthy exercises.</p>

CALISTHENICS	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>-Workout (30 minutes): we plan a path with different exercises according to the age and level of the group. Participants have to train and try to do it. Afterwards, we do some groups, trying to have a balance of level between group members. Groups have to do the path and motivate other members of the group to do it; they can help them to do it. After some attempts the exercises will be easier, especially when other participants help him/her, and make participants improve their motivation, ability to do it and so their self-esteem.</p> <p>-Cool down (5 min): stretching exercises.</p> <p>-Discussion and input of the trainer (15 minutes) about perseverance, self-esteem, motivation and how to improve in gymnastics/calisthenics and in life in general.</p>
Duration (time schedule):	1:15 hour
Size and characteristics of the group:	10/16 people approximately of similar level (beginners, basic, intermediate or advanced)
Tools and materials – Environment and context:	Materials for exercises, gym or outdoor park.
Created or adapted by:	ERS Wokrout s.r.o.

NORWAY

TEAM TUNNEL	
Purpose:	The main purpose of this program is to warm-up before twirling exercise, at the same time of improving collaboration among team members and preventing injuries.
Learning objectives:	<ul style="list-style-type: none"> -To improve physical resistance and strength of participants; -To get stronger in gymnastics; -To reinforce teamwork; -To learn how to collaborate between people of the same team. <p>We learn to last a long time in the exercise. We learn collaboration between the athletes. And we get stronger in gymnastics. Focus: Strength training, gymnastics exercises and teamwork.</p>

TEAM TUNNEL	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>The program is a relay where athlete does the exercises one by one and then there is a joint exercise in the end.</p> <p>The program starts with 15 sit-ups where the athletes help each other. Then 20 frog jump and 20 squad jumps, followed by 3 gymnastics exercises that contain flexibility. When it is done, the athlete returns to the starting point and it is the next person's turn. When all of the athletes have finished with their turn and exercise of doing 15 sit-ups, 20 frog jumps, 20 squat jumps and the gymnastics exercises, the main joint exercise starts.</p> <p>The main exercise is the tunnel. All the athletes make the plank and one and one crawl through. The goal is for the tunnel to move forward and passing over the finish line. For doing the exercise is essential that team members collaborate, take into account what other athletes are doing, at the same time to making them aware of the importance of each member of the team.</p>
Duration (time schedule):	15 minutes up to 15 minutes x 3
Size and characteristics of the group:	We use this program with a group of 20 practitioners divided into 5 base groups. The athletes are from 11 to 17 years old. It is possible to use the same exercise with people of different ages.
Tools and materials – Environment and context:	<ul style="list-style-type: none"> - We use gymnastics mats and stopwatches. - Practitioners have their own drinking bottles of water and food that contain energy. - We also use music to raise motivation.
Created or adapted by:	Marilena, main Instructor of Sveio Drill, created the program.
Tips for facilitators:	It is recommended to have a large room.

ORIENTEERING FOR ALL	
Purpose:	The main purpose is to increase environmental awareness and to offer a funny activity for people promoting their participation in the social life of the municipality.
Learning objectives:	<ul style="list-style-type: none"> -To discover the environment and different spaces in the nature; -To offer activities that can be joined by all people; -To promote cooperation and teamwork.

ORIENTEERING FOR ALL	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>The activity is based on orienteering: a sport where participants receive a map that they use to find control points and a paper that they have to mark by some means at each control point. Once they find all points they have to come back to the departure line.</p> <p>The group arrives to the venue and it receives one paper, one pen and a map. Using the map they have to find to all control points and mark their paper with something that they find in the control point (a stamp, a specific word, a symbol, etc.). A member of the staff explains the group how it works the activity and he/she gives the group some tips to make it easy: look carefully at the map, look to the environment, speak between each other, listen all opinions and discuss about it, take the decision, review it if it doesn't work, etc. The member of the staff also speaks with team about the importance of environmental protection and of leaving the nature as we find it with no waste. At the end when the group come back to the departure line, the member of the staff asks about how it was the process of finding control points, how they cooperate, how they did it, how the atmosphere in the group, etc.</p> <p>In some cases it is possible also to give some kind of gift or reward to participants.</p>
Duration (time schedule):	The whole morning. Normally to complete it, approximately 30-45 minutes are needed. According to age, conditions and path, you can put control points in points where you need more time to complete it.
Size and characteristics of the group:	From 1 to 6 people are suitable. With more people it will be difficult to make everybody take part in decisions inside the group. Maximum number of groups is not important.
Tools and materials – Environment and context:	Environment prepared for it, control points, markers, map and paper.
Created or adapted by:	Sveio Kommune
Tips for facilitators:	It is important to check the entire environment before starting it to verify that all control points are in the correct position.

POLAND

TODAY PRE-SCHOOLER, TOMORROW CHAMPION	
Purpose:	The main aim of this activity is to develop sport practice among children between 3 and 5 years old.
Learning objectives:	<ul style="list-style-type: none"> -Showing to children how important is sport; -Increase sport skills of participants; -Spreading among children values of fair-play, cooperation and healthy lifestyle in sport.
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	<p>The basic idea is to carry out monthly meetings in different kindergartens. For each group there is one meeting per month, for a total of 12 meetings during the whole year of the project.</p> <p>For each meeting there are specific objectives and a small range of values is taken into consideration. A methodology based non formal education is used and there also sport classes in groups all together (coach, teacher and pre-schoolers).</p>
Duration (time schedule):	Each meeting lasts one hour
Size and characteristics of the group:	The whole project involved 9 kindergartens, 25 groups and a total of 950 children.
Tools and materials – Environment and context:	Activities are carried out indoors (in classes) and outdoors. We use football balls, cones, gates and colourful shawls.
Created or adapted by:	Beniaminek 03

VOLUNTEERING IN A SPORT CLUB	
Purpose:	The main aim of this activity is to increase volunteering in Beniaminek 03 and to use volunteer in the sport field as a tool for personal and professional development.
Learning objectives:	<ul style="list-style-type: none"> -Develop personal and professional competences of volunteers; -Carrying out high quality activities in Beniaminek 03; -Spreading values such as commitment, cooperation and sense of initiative. -Supporting volunteers to go out from their comfort zone and learning from experience.

VOLUNTEERING IN A SPORT CLUB

<p>Instructions for the development of the tool (methodology and basic contents, methods and techniques):</p>	<p>In Beniaminek 03 we recognise the importance of volunteering and volunteers. It is not only a support and help that volunteers give to the club, sports tournaments or daily work, but it is also a way for improving their own competences and contributes to their personal and professional development. The work of professionals and social workers of Beniaminek 03 is to provide a good environment to volunteers and helping them in their learning process, as well as arranging their activities, accommodation, visits and other leisure activities.</p> <p>Social workers have personal interviews with volunteers, tutoring and mentorship activities and meetings where they establish the learning process of each person with SMART learning objectives and activities to carry out for achieving it.</p> <p>It is important a constant feedback and communication through volunteers and Beniaminek 03 sport club. Starting from the experience at local level and positive added value gave volunteers to its activities, last year Beniaminek 03 started to host international volunteers, in the framework of the European Voluntary Service of the Erasmus+ Programme of the European Union. Adri from Spain and Sinan from Turkey supported Beniaminek 03 in their activities, provided sport club with new ideas about sport and they gained new experiences and developed their personal and professional competences.</p>
<p>Duration (time schedule):</p>	<p>Whole-year project. EVS volunteers come for a long-term project.</p>
<p>Size and characteristics of the group:</p>	<p>People more than 18 years old.</p>
<p>Tools and materials – Environment and context:</p>	<p>We provide volunteers with training and needed materials for their activities.</p>
<p>Created or adapted by:</p>	<p>Beniaminek 03</p>



THE PROFILE OF THE SPORT PROFESSIONALS

In order to know the sociological profile of the sport professionals or people with whom the different partner organizations work, we made a diagnosis that offered us concrete information on these profiles. The tool used to collect the information was an open and closed questionnaire, anonymous (optional). Partners organized meetings for project presentation where the questionnaire was provided, as well as they create some online forms to complement it. Afterwards, each partner organisation read, tabulated and analysed the data, obtaining the following conclusions:

SPAIN

The average age of the participants is 31-32 years old, being the youngest 20 and the oldest 48 years old. 10 participants up to 16 are less than 30 years old. The majority of them live in the Autonomous Community of Andalusia (the whole territory is represented), except for one person coming from Valmojado (Toledo) and another one that lives in United Kingdom. According to the data it is possible to see that there is a big difference about the participation of men and women (70%-30% approx.). The majority of them are single and do not have any children, considering also the average date that is not so high. The average emancipation age is 22.5 years old, even if a high percentage of people still don't. The 75% of the participants share housework. Among those who have a job, 11 people work for others (78.57%), and 3 of them have a flexible job (21.42%); additionally, the 75% of them work in the field of sport, whereas only the 25% of them do not.

Football is the most practiced sport, as 12 people up to 16 play it regularly, then also skiing is popular (3), as well as surfing and paddle (2). Moreover, 12 people up to 16 have collaborated in volunteering activities and/or social work. The majority of the participants think that sport is a very good tool to develop social values.

ITALY

The analysis of the data shows that most of the respondents was born and live in San Venanzo. More than a half of them is aged between 18 and 30 being well-balanced in terms of gender. The majority live alone or with their partners (and children by 40%). With regard to the degree, there is a good distribution between High-school graduated and University - graduated (55% - 45%), who present themselves as non-current students. In addition, they all participated in training courses, the main theme in the field of sport. (For example: Pilates Instructor, personal trainer, football coach etc.). The analysis also shows that a large number of respondents are busy (around 60%) and has been part-time employed for about 15 years. For the most, work is related to sports (though there is a good deal of unanswered).

Finally, as far as the sports field is concerned, almost everyone has started sporting activities since childhood, preferring sports such as football, volleyball and basketball. Many of them still practice the sport they initially choose, to which they dedicated more than half of their life time. About 80% of them assume the role of instructor and some also players. In the social field there are few respondents who have participated in important activities. In conclusion, all participants emphasized the importance of values such as respect, commitment and sacrifice, highlighting how these are also the source of greater difficulty, in addition to the lack of a proper employment contract.

TURKEY

The organization from Turkey analyzed the results of the survey that was conducted among 18 sport professionals. Among the participants, 15 were male (83.3%), while women were only 3 (16.6%); 9 of them up to 18, are university students in the department of sport (50%). The majority of them works in the field of football as a trainer or coach (70%), 15 % of them work in the windsurfing field and the last % 15 in the athletics field. The average age of the participants is 27, and all of them started practicing sport in their

childhood, under 9 years old.

As for the difficulties related to their job, 12 up to 18 (66.6%) answered that they encounter some problems in working with persons who have disabilities, three of them (15.3%) said that they have difficulties in relating to their colleagues; the other 3 participants (15.3) said that economic issues are an obstacle for their profession.

To conclude, Sport professionals start practicing sport in their childhood and then it becomes their lifestyle. Normally, if they dedicate mostly to sport activities, they tend to neglect the others (they don't improve their social skills in other fields, such as theatre, management or culture).

CZECH REPUBLIC

The analysis of the collected information shows that almost all of the respondents live in Prague (93,75%) and half of them (56,25%) was born between 1977 and 1986. The percentage of men and women is quite close, being 56,25% women and 43,70% men that answered the questionnaire. Half of them (50%) live with their girlfriend or boyfriend and 43,75% of the total number of respondent have any children. 50% of people are studying (half of them is studying sport at the university, whilst the other 50% not. The 93,75% of respondents are employed, being the amount of full-time workers and part-time workers divided in equal parts. 87,50% of people have an employment related to sport, most of them as trainers.

The majority of people are related to football (43,75%), whilst other answers were gymnastics, basketball, volleyball and lacrosse. 43,75% of people haven't any experience in the social field, having been others at least once volunteers in some social project.

NORWAY

The analysis of the questionnaires shows that almost all of the respondents live in Sveio municipality. The majority of them are female (80%) and they are between 15 and 45 years old and their live with their families (parents or husband/wife and children). The majority are graduated at the University or they have a high-school diploma. They have also participated in different training courses and workshops related to sports. Almost everyone started practicing sport in their childhood, being half of them connected with the same sport. The most practiced sport are gymnastics, twirl, fitness, football, golf and climbing. Almost of all the respondents are employed or self-employed and they are not looking for a different job. They have full-time jobs. All the respondents have collaborated in some volunteering activities or social works.

POLAND

Partner organization decided to do a survey in Pomeranian region. 49.58% of the subjects were women, 45.68 % were men and 4,74% of people described their sex as undefined. 95% of the examined people were 13 -18. From this group the majority are the people aged 15 – 16. The rest of the youth were people aged 19 – 24. The majority of subjects come from 2–4 people households. This number of people in households was declared by 66.39% of the people. The big part of the examined people (30.25%) were also those living in households where the number of people was 5 -7. The majority of the people declared regular attendance on classes. Nonetheless, we have to pay attention to the fact that over a quarter of subjects is leaving their lessons with no reason. A big number of the youth spend no time on physical activities, or spend less than half an hour. The biggest motivation for practicing sport for the examined youth was to have an attractive appearance. This answer was given by almost 40 % of the people. A big number of answers was also about the possibility to relax and spend the time in an enjoyable way (26.42%), and the willingness to have a healthy life style. In Starogard Gdański, the tradition of doing sport together in the family is rare. Such tradition was declared by only 26.8% of the subjects.

LEARNING NEEDS

At the same time that we analysed the profiles of the beneficiaries of this project, we wanted to know the learning needs of sport professionals, in order to achieve a real and effective professionalization, being able to use sport as a real education tool for inclusion, social transformation, gender equality and participation. In general terms, after analysing the results of all partner organisations, we can conclude that the learning needs are common in professionals from different partner countries.



The main conclusions were:

- Teaching methodologies;
- Adaptation of methodology and content to particular target groups (mainly foreign and disabled people);
- How to help people with mental or physical disabilities;
- Plan and projects of social intervention;
- Mediation of conflicts;
- How to deal with parents;
- Leadership and interpersonal relationships;
- Social and communication skills.



SEMINAR

From the information obtained during the phase of Local Activities I and, in order to achieve the objectives of the project, we organized an International Seminar, with training sessions included, which took place from the 17th to the 24th of September in Málaga (Spain). Two participants for each partner organization attended it. The main objectives of the Seminar were:

- To improve the key competences of the participants in order to boost their personal and professional development;
- To provide them with new knowledge and skills so that they feel able to start up their projects and/or social entrepreneurship activities;
- To offer and exchange pedagogical and social tools between organizations from six different Programme Countries for working cross-curricular subjects through sport;
- To design new activities where sport is a tool for active participation, gender equality, inclusion and peace culture.

As the project was based on the framework of non-formal education, content has been worked on a dynamic and entertaining way, it was a “learning by doing”, which emphasized on the active participation of all actors. Trainers gave some inputs, but the knowledge comes from the own knowledge and shared experiences of the participants, through small groups activities, role-playings, dynamics, learning games, visits, events of visibility, etc.



The Seminar started with the presentation of participants and partner organizations, as well as the venue of the Seminar, the Andalusian Sport Institute, its Director Mrs. Lucia Quiroga welcomed us. Afterwards it was time for the presentation of the project and the seminar. We entered into the topic analyzing sport during the history, the main milestones and current threats sport is facing. In order to know more about the situation of sport in each coun-

try and city, each organization presented the results of its analysis (Tool 1.1). It was interested to compare similarities and differences between each country and many questions have been asked and discussed. The importance of cross-curricular subjects in sports and how sport can be used as a tool for inclusion, cultural diversity and conflict transformation have been presented. In order to exchange tools and methodologies between participants and partner organizations a session for that was planned and it was very useful for knowing new details, sharing ideas and speaking about replicability in each country/city. In order to know the city of Málaga and some sports facilities and organizations we did a visit to the harbor and to the city center. Participants could know and try the sport of Jábega, that is a traditional rowing boat that, in ancient times, was used all along the European coasts.



Nowadays, these boats are used in Málaga for races and for a special league called “Liga de Jabégas”. Participants could see how a boat is building and, together with the members of the Jábega association, we could try it. It was amazing to see the city of Málaga from a different point of view and to experiment how ancient people felt whilst crossing the sea. We also have a visit to the facilities of the sailing federation in Málaga. Afterwards, we go together with participants to the city center of Málaga, explaining the main touristic points of the city, as well as giving more information about the situation of sport in Málaga.



With the purpose of introducing participants to the basic concepts of pedagogy and its applicability in education through sport, we started with a theoretical input presentation, in order to balance the level of knowledge of all participants. For facilitating the understanding of these theoretical concepts, participants designed different tools that have been put into practice during the Seminar and different workshops for Local Activities II, which have been implemented in each of the participating countries.

Three different learning games have been created where sport and physical activity has been used for working inclusion, gender equality and culture of peace. The process of creation was done in small groups, taking into account also the feedbacks from trainers and other participants that they received after presenting it. The following day participants could put into practice these games with a group of young students from a secondary school of Málaga. After a presentation about European Sport Week, Erasmus+ of the European Union and the project “Sport for Life”, students played the learning games participants designed. The participation of students was very enthusiastic; all of them were active and enjoyed it. At the end of each learning game, both the participants and students gathered around to reflect on the meaning of the games and to understand the values behind sport activities.



Regarding the creation of the workshops for Local Activities I, participants were divided in small groups and according to their interest and previous experiences and competences they selected a topic for their workshop. Each group created and presented one. The topics were:

- Social pedagogy applied to sport;
- Inclusion and social transformation through sport;
- Healthy lifestyle and risk prevention;
- Cooperation and peace culture in sport.

The last day of the Seminar we explained the Erasmus+ programme of the European Union, as well as we mentioned other existing programmes, and we carried out a networking session for sharing new ideas of projects and establishing the base of future partnerships and collaborations. Finally, we closed the Seminar with the evaluation session where we showed participants different techniques for making them possible the evaluation of activities, workshops or classes. We started with a video for making participants reflecting about all the activities carried out during their stay in Málaga, and then we used the panels of motivation and expectations that they used the first day. Finally each person had to write down in a balloon a word that represented the Seminar (learning, wonderful, knowledge, development were some of the results) and had to fill in an individual questionnaire for expressing his/her opinion. After tabulating all the results we can state that all participants improved their competences, they appreciated the methodology based on non-formal education and they think that this Seminar will be useful for their future.



LOCAL ACTIVITIES II

During the Seminar, we provided participants with the necessary tools and knowledge for designing the four workshops that they had to implement in their countries of origin, together with some visibility activities with games and physical activities for giving visibility to the project and the Erasmus+ Programme of the European Union. The main objectives of the Local Activities II were:

- To put the acquired knowledge and competences of participants into practice;
- To multiply and share the knowledge that has been learned with other sport professionals and young people;
- To raise awareness of local population of the importance of sport as a school for life and sport as a tool for inclusion, gender equality and culture of peace;
- To share the project "Sport for Life" and the Erasmus+ programme of the European Union among local population.

Methodological sheets of the four workshops created by participants during the Seminar and used by project organizations for Local Activities II.

Name of the activity: Social Pedagogy applied to sport	
Purpose:	To show different ways of teaching and training in sport activities in the framework of non-formal education.
Learning objectives:	<ul style="list-style-type: none"> - To have a clear idea about non formal education; - To use social pedagogy tool in order to educate participants about values; - To experience personal learning process through learning games.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<ul style="list-style-type: none"> - Introduction and presentation of the team, participants and topic; for that we use an ice-breaking game. (15 min) - Next, we ask to participants what do they know about non formal education. What is non-formal education? (10 min) - To divide the group in small teams we present an energizer. (Tutti Frutti) – 10 min. - Every group has to create the definition of non-formal education, when they have it, they will present in plenary and they create a final definition with all contributions. (15 min) - Later, we will propose to each group to try to transmit with acrosport dynamics (3 different figures) values (for example; cooperation, team building, gender equality, inclusion, etc.). (25 min) - Every team will show the acrosport figures that they have been created and the rest of the group will try to guess. (20 min) - The facilitator will invite everybody to sit in a circle and start to discuss about their feelings, the learning process and their opinions about methodology in non-formal education. (15 min)

Duration (time schedule):	95 min.
Size and characteristics of the group:	20 sports professionals
Day and time of the activity:	Depends on the team and the organization.
Tools and materials/ Environment and context:	Board, paper, pencils, pens, gym equipment (balls, cones ...), chairs.
Support documentation:	Pedagogy Presentation that was provided during Sport For Life Seminar by Iniciativa Internacional Joven.

Name of the activity: Inclusion and Social Transformation through Sport: One step forward	
Purpose:	To raise awareness about inclusion and social transformation problems in sport.
Learning objectives:	<ul style="list-style-type: none"> - To make people thinking about these problems in sports; - To make people finding positive solutions about these problems and conflicts.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<ul style="list-style-type: none"> - Ice breaking game (energizer) (5 min) - Introducing "one step forward" game (5 min) We will give the cards that are written different roles to participants. Then we will ask questions about sports to people. If they think their role character is able to do the thing that we asked, they walk one step forward. If they are not able they will stay at their place. - "One step forward" game. (15 – 20 min) - Feedbacks about the game. (10 min) - Dividing people to the groups and letting them to find solutions about problems. (15 min) - Final conversation. (15 min)
Duration (time schedule):	65-70 min
Size and characteristics of the group:	Approximately a group of 15 people; they could be from different ages, conditions, etc. This workshop is very flexible and adaptable to different target groups.
Day and time of the activity:	Depends on the team and organisation
Tools and materials/ Environment and context:	Role cards for game. If it is possible, it is better to do this workshop outside to have connection with nature.

Name of the activity: Healthy lifestyle and Risk prevention	
Purpose:	To raise awareness about how to prevent risk of social diseases and keep in shape through healthy lifestyle.
Learning objectives:	<ul style="list-style-type: none"> - To be aware of the importance of good diet to achieve health; - To train and practice sport without being injured.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<ul style="list-style-type: none"> - Introduction to presentations of participants (ice breaking game) and topics. Explanation of health risks of consuming processed food, fast food etc. (15min) - Meeting with a dietician who will present good habits related with food with a dynamic methodology. (20 min) - After the presentation of the dietician we will give all participants healthy food. (15 min) - Energizer game: it is about motivation. People are divided into groups. Each group stands in a line face to face with the space in the middle. The last person runs between the groups and the rest is shouting motivational things and applause. (10 min) - After energizer game we will do introduction to the topic about risk prevention of being injured at the sport training. (10min) - Meeting with a coach who will explain the importance of warming up and stretching after exercises in a professional way. Participants will do outdoor exercises together. (60 min.) - Conclusions and questions. (20min) - Presentation of offers for participants and giving our recommendations to them for joining some lessons in our Club/ Organisation. (15min)
Duration (time schedule):	2 h 45 min.
Size and characteristics of the group:	A group of 15 people more or less, it could be from different ages, conditions, etc. This workshop is very flexible and adaptable to different target groups.
Day and time of the activity:	Depends on the team and the organization.
Tools and materials/ Environment and context:	<p>Whiteboard, healthy food, notebooks and pens, salary for dietician and coach, sport equipment.</p> <p>Meeting with dietician indoor, with coach at the stadium.</p>

Name of the activity: Cooperation and culture of peace	
Purpose:	Using the cooperation in sport activities as a tool for building teams that are integrated for participants with different backgrounds.
Learning objectives:	<ul style="list-style-type: none"> - To cooperate with people with different background in unusual way; - To use communication to solve challenges and conflicts in team work.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<ul style="list-style-type: none"> - We start the workshop with presentation of the project and participants, then we continue with an ice breaker game – warm –up. (10 min.) - For creating teams with participants that have best and worst skills, we propose 3 type of exercises which is possible to repeat. (15 min.) - We will organise a race that each team must do for 10 minutes. - The RACE: There will be four stages; each stage depends on the communication and cooperation of pairs in teams. In every stage participants can chose their role and share the difficulty of the game with their pair. (Example: Rolling the tractor wheel, grabbing and replacing weights/discs...) (50 min.) - At the end of the Race we sit down with all participants and discuss about their race tactics. (15 min.) - If the atmosphere is intense and there is tension between participants, we can propose a game in order to change their emotional mood. "Car-wash game" <p>The role of Observers is very important, because they must watch the work of the participants, focus on communication, behaviour, acting, roles and general feeling of cooperation, in order to give a feedback in discussion phase.</p>
Duration (time schedule):	90 min.
Size and characteristics of the group:	20 people, 4 people in each team with different level of physical conditions.
Day and time of the activity:	Depends of the team.
Tools and materials/ Environment and context:	Flipchart, White board, markers Recommended: Weights – discs, wheel – 80 kg min., Rope ...
Support documentation:	Participants sheet, list for defining teams

Local Activities II carried out in each country:

SPAIN

Local Activities II have been implemented in different parts of the Autonomous Community of Andalusia, in particular in Alcalá de Guadaira (Seville), Granada and Málaga. Participants of the Seminar and members of Iniciativa Internacional Joven were in charge of it.

The purpose of the workshop “Healthy lifestyle and Risk Prevention” was to prevent the risk of social disorders and to promote a healthy lifestyle. The main idea was to show how a healthy diet and constant training can be effective in terms of life quality. The workshop designed during the Seminar has been implemented introducing as first game the energizer called “Lemon-lemon”. Everybody sits in circle and the person in the middle goes around. Before starting, each participant asks the name of the person next to him/her; the person in the middle makes questions to the participants. In particular he/she can say:

- Lemon-lemon: the person who was asked the question has to say the name of the person at his/her right side.
- Orange-orange: in this case he/she needs to say the name of the person sitting on the left side.
- Strawberry-strawberry: he/she has to say the name of the person indicated by the person in the middle.
- Fruit baskets: everybody move, so the people in the middle can steal the seat to someone else of the participants.

If the player answers wrong, he/she will keep the place of the person in middle.

According to the planned workshops, after the game a dietician provided a speech and gave some suggestions to the people. Afterwards, through the corridor line participants could improve their motivation and self-esteem thanks to encouragement received by their peers.

Later, a sport instructor explained the important of a good warm up session before starting and a stretching session after the physical activity. Children liked the more funny part of the activity, however during the speech it was easy for them to get distracted. They experienced in a playful way both the warm-up of the initial phase and the stretches. A suggestion for the trainer is to involve also their parents for future workshops about the same topic and introduce more learning games and dynamics during theoretical explanations.



The workshop about “Social Pedagogy applied to sport” has been implemented as established during the Seminar. It was very interesting to see how participants could experiment the process of personal learning through learning games and values can be taught also using a methodology based on non-formal education. Participants from Sport Club Pablo VI of Alcalá de Guadaira enjoyed the workshop, they gained new knowledge about non-formal education and it was possible to see how their active participation was increasing step by step during the implementation of activities.

The other two workshops about “inclusion and social transformation” and “cooperation and culture of peace” were also implemented as established and we could see how children and young people were enjoying and practicing sport at the same time of learning and reflecting about values and topics such as cooperation, culture of peace, gender equality, respect and responsibility. These workshops have been

organized in a neighborhood of Granada where people are at risk of social exclusion so a focus has been put in spreading positive values through sport.

In Málaga an activity based on breakdance (one of the last sports to be included in the Youth Olympics Games) was carried out where we worked the importance of cooperation, respect for the opponents and perseverance with participants. It was at the same time a visibility activity for presenting the project to local population.

ITALY

The workshops organized by the Municipality of San Venanzo for the Local Activities II in the framework of the project "Sport for Life" took place during the first half of November 2017.

The sports professionals, who took part in the TC in Malaga, together with the Municipality representatives and the cooperation of the local associations involved in the project, organized the activities. After sharing with the members of the coordination team the objectives, methodologies, contents, beneficiaries and activities planned, they decided to plan the four workshops during a whole day. As beneficiaries, in addition to the citizens of San Venanzo, sport professionals (physical education teachers, instructors, trainers), the Municipality has decided to address the activity also to the Secondary School students and teachers.



The day started with an introduction about European Union, Erasmus + Programme and a presentation of "Sport for Life" Project. Then, a presentation of the activities carried out during the first part of the project was made, as well as the presentation of the participants. Subsequently, the activities were realized as follows:



- Working in non-formal education through experimenting practical activities: ice-breaking games and what is non-formal education. Finally a discussion with participants has been set up;

- Healthy lifestyle and risk prevention: after a small introduction to the topic, a football coach, a nutritionist biologist and a pediatrician, member of the ACP national association (Pediatricians Cultural Association) were invited to go deeper into the topic. They used a very interactive approach with the public and the students, asking them questions and stimulating them to reflect on healthy lifestyles, in order to raise awareness about how to prevent risk. A small break with healthy food has been provided.

- Inclusion and social transformation through sport: the role-play "one step forward" has been used and it was a perfect practical way to make the participants think about inclusion problems in sport and in social life. During the final discussion participants were helped to find positive aspects and solutions about discrimination problems and conflicts.

- Cooperation and culture of peace: after an introduction of the topic, trainer made the public reflect about the presence of people with different backgrounds and different cultures. The message was that using sport and cooperatiopn it's possible to overcome difficulties and differences. A cooperative game with the ball was proposed to participants in order to strengthen their cooperative skills and their ability to work in team.

At the end of the day participants were very satisfied and they asked if the Municipality could organize other activities like that in the future.

CZECH REPUBLIC

Local workshops have been organized in the city of Prague by Mezinarodni Vzdelavaci Centrum GEMS, with the collaboration of E.R.S. Workout (Street Workout & Calisthenics Training Center). Pavel Oliva, one of the participants to the Seminar in Málaga, was the person in charge of carrying out the activity that was held at ERS Workout gym.

A total number of 18 people participated in the workshops, being women the 55,5%. Participants had different ages, being predominant the age group 21-25 years old (44,4%).

All workshops have been carried out according to the instructions and designing established during the Seminar and the timing has been respected. Some small adjustment has been made selecting games and dynamics that have some connection with calisthenics and workout, so participants could verify that the sport they practice and exercises they do, they can be used as a tool for inclusion, gender equality, cooperation, etc.

All the planned objectives of the workshops have been accomplished and the tools used for testing it were direct observation by the coordinator of GEMS (Alena Jeslinkova) and by the trainer (Pavel Oliva), personal interviews and informal questions to participants, as well as some dynamics based on non-formal education.

A focus has been put on behavior of participants, coordination, team work, how they think about social issues before and after the discussion and reflection.

For example one of the social issues we spoke about and debate during workshops was gender equality because we carried out a race with members of different sex working together. It was interesting to verify how men domination is still existing and, in the case of one couple, even after discussion where we told them about men domination and main "muscle" work without team working, they still didn't want to change their behavior. In the case of another couple where we could see a similar situation during the exercise, after the discussion, they think that they can work together smoothly and more like a team. Even if they feel little discomfort during the discussion, they understood that they can do it better.

Thanks to the project, participants could experiment and participate in different sport activities and doing exercises, similar to those they do in their trainings, but with a new point of view addressing through sport social issues and problems of the society.



In the venue of the activity we gave publicity to Sport for Life project and to the Erasmus+ Programme of the European Union and many young people asked more information about it and how they can participate in the future.

NORWAY

Local workshops have been organised in Sveio with the collaboration of a local sport club of twirling called Sveio Drill and they have been implemented by Ingunn Vikse, fitness instructor and owner of the local sports centre Albatross.

“Inclusion and social transformation” workshop was implemented using the proposed learning game “one step forward”. Participants enjoyed it a lot especially when instructors and trainers were asking questions directly connected with twirling but, because they were taking over the role of someone else, they could not perform the activities established in the questions. During the part of debate and discussion it was underlined the importance of inclusion and how it is possible to use sport to learn more and fostering it. As the game was implemented in a public space where other people could see what was happening, at the end of the workshops they speak about the project and what was the meaning of that learning game.

Regarding “Healthy Lifestyle and Risk Prevention” workshop, head coach and other coaches of Sveio Drill take part. The trainer, Ingunn Vikse, has a big experience with training, healthy diet related to sports and how to prevent injuries during training. During her speech she tried to involve participants asking questions, such as at would be a good idea to eat before training and which food they would like to eat after training, etc. Afterwards, she showed and explained some exercises to prevent injuries during training. The board members of the club also prepared oatmeal for participants.



During the workshop about “Social Pedagogy Applied to Sport” it was challenging to find practical examples and exercises for the different target groups of the club (oldest athletes and youngest one), however it was implemented as established and acrosport exercises put into practice. The trainer suggested participants to sit down next to someone they didn’t know well

Ultimately, for the “Cooperation and Culture of Peace” workshop, the learning game of “the race” was put into practice as established. Participants were divided into 4 groups, 5 practitioners in each group. The first stage was to move all the bags with peas over the floor without the use of arms. The participants had to stand on one vertical line and get the bags over to the other side. At the next stage, the athletes had to carry one of the people without talking about how to do it. The third step was to roll the wheelbarrow to the other side. The last task was to make a twirling program (8x8 with choreography and twirling combination with dance, music and baton). After the race, participants and trainers talked about the tactics they used during the race, especially when they did not use verbal language. They also talked about leadership role, who took it and why. A final reflection was used to close the workshop. In all the workshops and activities with local population the project “Sport for Life” was explained, as well as the support of Erasmus+ programme of the European Union.

POLAND

The 23th of October was the day of the implementation of the workshops in Starogard Gdański (Poland). Regarding the workshop "Inclusion and social transformation" participants organized a workshop based on football pitch activities. The person in charge for the activity was Oktawia Cablewska, who also took part to the seminar in Malaga, along with the trainers Karol Cablewski and Jacek Wołczak. The main aim of this workshop was to raise awareness about inclusion and social transformation. A focus on conflict resolution has been also included. Once the exercise finished, the participants had to find positive solutions about problems and conflicts which may occur in sport. Some of the original activities have been changed or modified even if learning objectives were the same. For example the learning game "one step forward" was replaced by the game called "Disordered ball". The participants were divided into three groups. Each group had a ball, and received different instructions. In the first one, one person had to bounce the ball like a basketball player; in the second group two persons had to play volleyball, and in the third group they had to kick the ball like football players. After 10 minutes the rules of the game changed, and this created a big conflict at the last stage because of the different points of view. However this conflict was part of the learning game and the trainer helped children to reflect and think about it.

Regarding the workshop about "Healthy Lifestyle and Risk Prevention", the main goal was to raise awareness about healthy lifestyle and protection against all kinds of injuries. For achieving the objectives, the main issues discussed during the workshop were healthy lifestyle, the impact of industrial food on the diet and the importance of prevention of injury and stretching.

The third workshop, "Social Pedagogy Applied to Sport", pursued the aim of showing the different ways of teaching and training in sport activities in the framework of non-formal education. Participants got a clear idea about formal and non-formal education through the theoretical and practical part of the workshop.

Ultimately, as regards to the workshop "Cooperation and Culture of Peace", the participants got some knowledge about how to cooperate with people with different background. They started also to use communication as a tool to face challenges and conflicts in team work. The first game



was replaced by a new one, which is called "Peace and War" in order to adapt it to the age and physical capabilities of the participants. The participants were divided into three groups. Some participants were in the field of war, some in the peace and the rest in the middle. People from the middle had to throw the ball to the participants within the peace field in order to move them to the war field. Participants from the peace field had to catch the ball and throw it to the war field to release some of the participants over there. After the exercise, it was asked the participants about the game, how they felt, and what were the main tasks and its goal.

All of the activities were implemented both theoretically and practically by the participants, and the objectives of the workshops were achieved 100%. The workshops respect the tools and general criteria, only small adaptations to the context have been done. The participants felt very good in their group and they cooperated and correctly performed the tasks proposed by the instructors, following the rules. To conclude, it was told that the project belongs to the Erasmus+ programme of the European Union and we mentioned main activities of "Sport for Life" project and what Polish participants did in Málaga during the Seminar.

PROJECT RESULTS

The two main intellectual outputs of the project “Sport for Life” are a **video** and this booklet where the most important exchanged pedagogical tools can be found, as well as the new ones created. These two materials have an important role for transferring the impact of the project to other actors, entities and/or institutions in the future. In fact, they can be used as a guide and basis by participants, partner organization and other individuals or groups for other projects or activities, favoring the replicability and sustainability of the project. For making possible a wider audience the booklet has been produced in seven different languages (English, Czech, Italian, Norwegian, Polish, Spanish and Turkish).



In each country conferences of visibility will be organized in order to present the video of the project and this booklet, as well as giving publicity and visibility to the project and activities carried out. In Málaga, a multiplier event will be also organized with a presentation of the project, of the intellectual outputs and with visibility activities with local population. Two people from each partner organization will also participate and local, provincial and regional policy makers will be invited. The activities will take place in the headquarters of the Andalusian Sport Institute and in the sport facilities of Carranque.

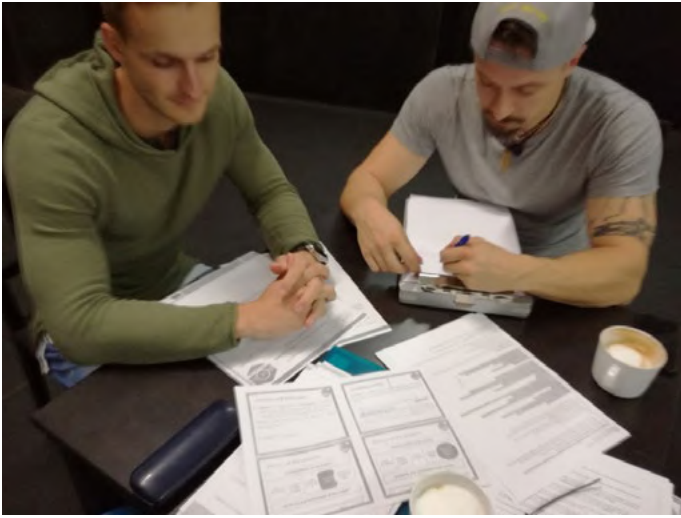




Visual resources

LOCAL ACTIVITIES I

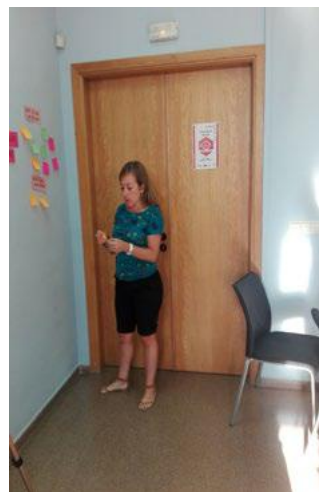




SEMINAR













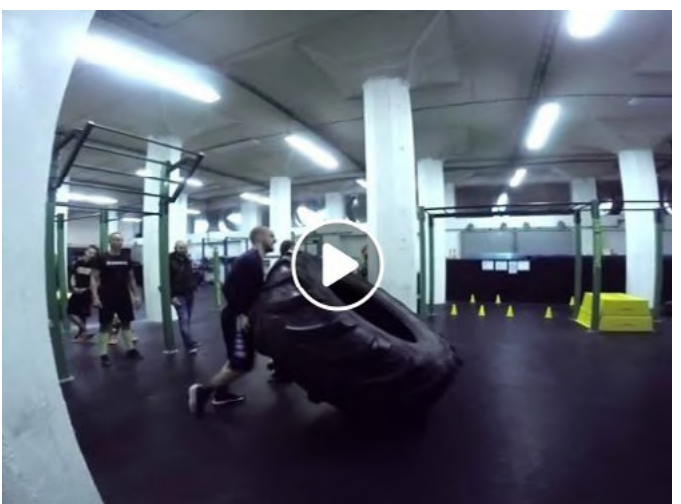
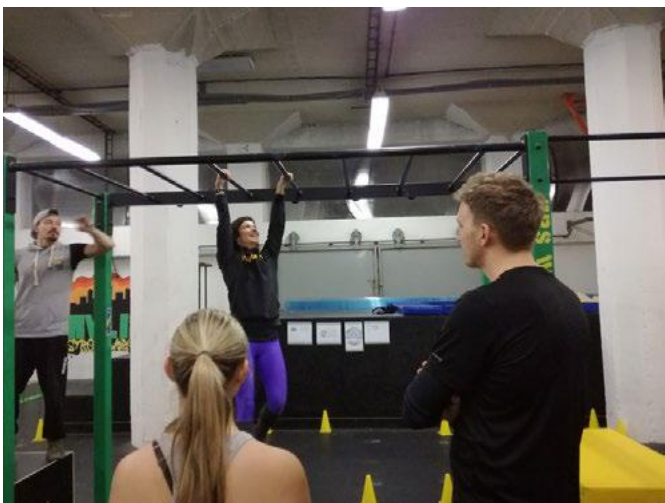
LOCAL ACTIVITIES II



Asociación Iniciativa Internacional Joven (Málaga/ Spain):











Beniaminek 03 (Starogard Gdanski/ Poland)





Outputs and achievements

After implementing all the planned activities of the project, we can conclude that we are very satisfied with the results and achievements. We have reached more results than expected and, although during the entire document we have been underling it, we can summarize it according to the established indicators of the project:

-Two main intellectual outputs have been created:

eBook (booklet): digital publication that collects all the information and systemizes all the knowledge, tools and experiences of the project. It's available online for free in seven different languages (English, Czech, Italian, Norwegian, Polish, Spanish and Turkish). It could be used as a model for similar projects and by other people and/or interested organizations;

Video: visual resource of the project that can be used to observe how the project has been implemented, as well as to see an example of an international project based on non-formal education where sport is used as a socio-educational and pedagogical tool for working cross-curricular subjects such as inclusion, gender equality, culture of peace and/or conflict transformation;

-Training materials: they have been developed during the project but they can be used by other sport professionals who want to improve their competences and use sport as a tool for addressing social issues;

-Six official partner organizations have new tools and methodologies which they can use to improve inclusion, gender equality, culture of peace and comprehensive development of young people;

-One network of organizations using sport as a socio-educational tool for inclusion, gender equality, culture of peace and social transformation has been established and more organizations expressed interest in being part of it;



-Knowledge about sport situation in six different countries has increased, as well as about the profile of sport professionals and their learning needs;

-Mapping of stakeholders for each project organization have been created and used during the project. They have been useful for collecting information, strengthening collaborations and starting new partnerships. These maps can be used in the future for other activities and/or projects;

-New collaborations and partnerships have been created at local level between partner organisations and other sports clubs, public institutions or other private entities;

-Activities with local population have been organised in 6 countries to put into practice the new competences acquired by participants and the tools and learning games created during the project;

-Visibility and dissemination materials: photos, videos, news, press articles and posters used during the project;



-Reports from the local and international activities of the project made by project organisations;

-Participants gained a lot of experience and acquired many competences that can use in their daily work. People with any knowledge about pedagogy, youth work or social work, can now use methodological sheets, designing learning games that address social issues and being agent of social changes in their communities;

-Participants and organizations exchanged their ideas and good practices during the whole project, not only during the Seminar but also using internet. Some activities done at a local level has been taken as an example and implemented in other partner countries;

-Sport professionals and local sports clubs understood the importance of exchanging good practices and experiences at international level and how European Union, through the Erasmus+ Programme, can make it possible;



-Sport professionals are more aware of being not only a teacher of a particular sport but also a teacher for personal and professional development of young people and they can use sport for making possible the construction of a better society.





Acknowledgements

THANKS

Firstly we would like to thank the Erasmus+ Programme of the European Union for co-funding this project, as well as to all the partners of this project for their efforts, dedication and contributions and to the participants and direct and indirect beneficiaries for their active participation and motivation.

We thank all collaborating entities for their support and interest in this project.



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PROJECT PARTNERS



COLLABORATORS





Attachments

❖ Tool 1.3: meeting with stakeholders



MEETING WITH STAKEHOLDERS

The aim of this tool is to record the meetings and contacts about the project with decision-makers, sportsmen and sportswomen, sport federations' members, referees, sport instructors, public and private entities in the fields of sport, training, education, youth and citizens' participation, etc. Please consider that you should carry out at least 3 meetings with important people and/or organisation at your local/regional level. You should speak about the project "Sport for Life", mention the support of the Erasmus+ programme of the European Union and analyse how sport can be a tool for values education. If possible, you can also try to establish a collaboration for the project. Please don't forget to take a photo of the meeting. After each meeting, please fill in the table with the most important information. Add as many tables and/or lines as necessary.

MEETING N. 1		
Date of the meeting:		Duration:
Location:		
People who attended the meeting:		
<i>Name and surname(s)</i>	<i>Name of the organisation</i>	<i>Charge</i>
Main topics of the discussion:		
Conclusions:		
Add links of your webpage/social networks about the visibility given to the meeting:		
Please add photo(s) of the meeting:		



❖ Tool 1.4: good practices



IDENTIFICATION OF GOOD PRACTICES

The aim of this tool is to identify existing good practices at local level where sport or physical activities are used as a tool for inclusion, participation, equality, peaceful coexistence and/or social transformation. You must select two good practices created or used by your organisation or a local partner organisation that you personally know.

TOOL N. 1	
Name:	
Purpose:	
Learning objectives:	
Instructions for the development of the tool (methodology and basic contents, methods and techniques):	
Duration (time schedule):	
Size and characteristics of the group:	
Tools and materials – Environment and context:	
Created or adapted by:	
Tips for facilitators:	



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❖ Tool 1.5/b: Identification of profiles



IDENTIFICATION OF PRIORITY PROFILES OF SPORT PROFESSIONALS

- Name (optional):
- Date and place of birth:
- Municipality where you live:
- Sex: F M

Family situation

- Who do you live with?
- How old were you when you get emancipated?
- What responsibilities / functions do you have in your home?
- Do you have any children? Yes No

Academic and educational level

- What level of academic studies do you have completed?
Primary Secondary Bachelor/technical/professional training University
- Are you studying now? Yes No
If yes, please give more information about what are you studying:
- Please list the most relevant studies, workshops and/or training courses you took part:

Employment status

- Officially what is your labour situation? Employed Unemployed
- If you are **employed**, please answer if you are: Employee Self-employed
- Is this employment full-time or part-time? Full-time Part-time
- When did you start this employment?
- Are you seeking other employment? Yes No
- Is this employment related to sport? Yes No
- Please justify your answer:
- If you are **unemployed**, when did you finish your last formal employment?
1 week 1 month 3-6 months Over 1 year



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Sport and social field

- How old were you when you started to practice sport or physical activities?
- Which is the first sport you practiced in your life? Is the same one as today?
- To which sport are you related in this moment (which sport do you teach or judge)?
- How long have you been related to it?

- Please describe what do you do:

- Do you have any experience as professional or volunteer in the social field?
Yes No

If yes, please give more information about you experience:

- Please list five value that you teach during your work as sport professional:
 -
 -
 -
 -
 -

- What are the main difficulties you are facing when you work as sport professional?

❖ Tool 1.5/c: Learning needs



LEARNING NEEDS OF SPORT PROFESSIONALS

To know your learning needs as sport professionals, especially if you want to use sport as a tool for inclusion, participation, equality, peaceful coexistence and/or social transformation, please list the topics and subjects you consider you should improve or know for being a better professional. For example: to know the difference between integration and inclusion, to know how to write a project, to know more cooperative games for a volleyball training, etc.

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Sport for Life

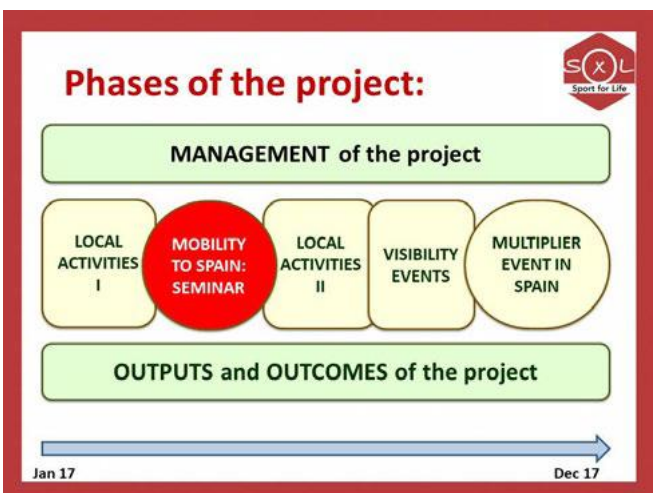
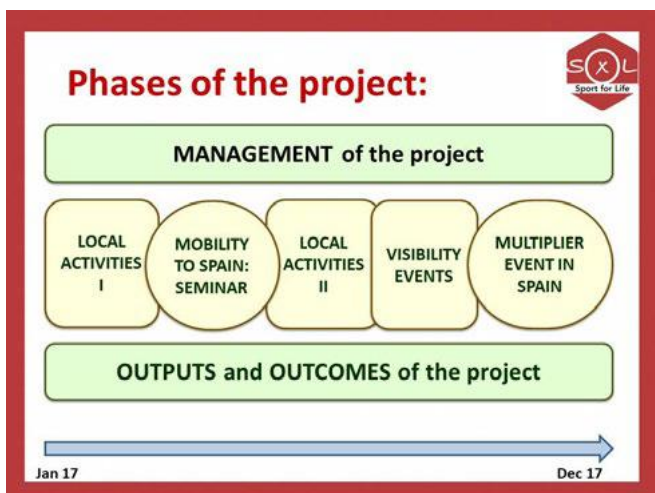
- It's a **small collaborative partnership** that addresses the topic of "enhance social inclusion, equal opportunities and participation in sports". Erasmus+ -Sport-
- 6 different organizations:
 - 3 NGOs;
 - 2 Municipalities;
 - 1 Sport Club.

Organizations

- **Asociación Iniciativa Internacional Joven**
- **Comune di San Venanzo**
- **Istanbul Kolektif Sanatlar Kultur Dernegi**
- **Mezinarodni vzdelavaci centrum GEMS**
- **Sveio Kommune**
- **Sports Club Beniaminek 03**

Main Objectives:

- To improve **key competences** of workers, educators, instructors and other **professionals** in the field of sport;
- To promote a **better quality** of **youth work** and its ability in response to **diversity**;
- To **exchange experiences, good practices and methodologies** among organisations and professionals of six countries;
- To **design activities** where **sport** is a **tool** for inclusion, participation, equality, peaceful coexistence and social transformation;
- To **create new tools** to work **cross-curricular subjects** through sport.



Objectives of the Seminar:

- To improve **key competences** of participants for making possible their personal and professional **development**;
- To **offer and exchange tools** between partner organisations for working **cross-curricular subjects** through sport;
- To create **new learning games** where sport is a **tool** for active participation, gender equality, peace culture and responsible use.

Methodology

- Non-formal education;
- Learning by doing;
- Knowledge comes from the own knowledge and experience;
- Dynamic and funny way;
- Small groups activities, role-playings, dynamics, learning games, etc.



Timetable



	Day 1- 13/09	Day 2- 14/09	Day 3- 15/09	Day 4- 20/09	Day 5- 21/09	Day 6- 22/09	Day 7- 23/09	Day 8- 24/09
Morning	Arrival of participants	Presentation of participants and organizations, Presentation of the project, seminar, objectives and activities	The importance of cross-curricular subjects in sports. Sport as a tool for inclusion, gender equality and conflict transformation	Route of sport: visit to facilities and clubs	Midterm evaluation	Non-formal education and Youth work	Visibility Activity	Presentation of the workshops
		The importance of sport and its development during the history				Creation of new book (I)		Erasmus and other European programmes
								Networking and future projects
14:00-16:00				Lunch				Departure of participants
Afternoon	20:00: Welcome	Presentation of the results of local analysis	Presentation and exchange of good practices and tools	Cultural visit to Málaga Free Time	Creation of new book (II) and presentation	Creation of the workshops for local activities II		Final evaluation
20:30-21:30	Dinner	Intercultural dinner and party		Dinner				Farewell dinner and party

Phases of the project:



MANAGEMENT of the project



OUTPUTS and OUTCOMES of the project

Jan 17

Dec 17

Local Activities II



Four **workshops** in each country to put into practice the new competences and raise awareness of local population about sport as a school of life.

1. Social pedagogy applied to sport;
2. Inclusion and social transformation through sport;
3. Healthy lifestyle and risk prevention;
4. Cooperation and peace culture in sport.

Final event: activities for local population with learning and cooperative games, as well as traditional games of each country/region.

Phases of the project:



MANAGEMENT of the project



OUTPUTS and OUTCOMES of the project

Jan 17

Nov 17

Dec 17

Visibility events



Visibility conferences in **each country** to make the project public and presenting the eBook and video.

- One day, during the week from the 6th to the 12th of November 2017.
- Minimum 35 people among decision-makers, sport instructors, youth workers, social educators, interested young people, etc.

Phases of the project:



MANAGEMENT of the project



OUTPUTS and OUTCOMES of the project

Jan 17

Nov 17

Dec 17

Multiplier event in Spain



Multiplier event in Málaga (Spain), divided in two parts:

- a) Presentation of the project, activities, outputs and outcomes.
- b) Visibility activities with local population (free workshops and cooperative games).
- c) 2 people for partner organization.

Morning	Arrival of participants	Breakfast	Departure of participants
		Presentation of the program, activities and intellectual outputs (eBook and video). Panel of experiences and principal results.	
		Lunch	
Afternoon	Welcoming. Presentation of participants and team.	Visibility activities: workshops and cooperative games. Evaluation.	
		Dinner	

30/11/2017

Communication plan



- Website: sporforlife.aiij.org
- FB group: **Sport for Life**
- Instagram: **@iniciativa_internacional_joven**
- Hashtag: **#sportforlife #sxl #erasmusplus #sport #internationalseminar #malaga**
- **Webpage and Social Networks** of your organisation or sport club.

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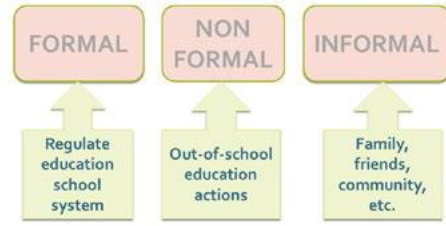


CREATING LEARNING GAMES



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Methodological principals of non formal education



FORMAL

- Formal learning consists of learning what happens within an **organised and structured context** (formal education, in-company training) and what is designed as **learning**;
- It may lead to a **formal recognition** (diploma, certificate)
- It is **intentional** from the learners perspective.



NON FORMAL

- Non-formal learning consists of learning embedded in **planned activities** that are not explicitly designed as learning, but which contains an important **learning element**;
- It is **intentional** from the learner's point of view.



INFORMAL

- Informal learning is the learning resulting from **daily life activities**
- It is often referred to as **experiential learning**
- It is **not structured** in terms of learning objectives, time and/or support
- It does **not** lead to certification
- It may be intentional but in most cases, it is not-intentional.



NON-FORMAL EDUCATION



Name of the activity:	Name of the activity
Purpose:	Purpose
Learning objectives:	Learning objectives
Methodology and basic contents, methods and techniques:	Methodology and basic contents, methods and techniques
Duration (time schedule):	Duration
Day and time of the activity:	Day and time
Tools and material: Environment and context:	Tools and materials/environment and context
Support documentation:	Support documentation
Observations (at the end of the activity, please add the changes and the incidents):	Observations



Educational games/Dynamics

- Energizers
- Ice-breaking games (e.g. names, self-confidence)
- Team building (e.g. cooperative, competitive, intercultural)
- Thematic (topics)
- Evaluation



Process of designing an educational game

- To set the learning objectives
- To know the characteristics, emotions and energy of the group;
- To design the sequence and different activities connected with the objectives;
- To prepare the timing and specific materials;
- To consider the environment, weather, resources, etc.



METHODOLOGICAL SHEET

Purpose:	Day and hour:
• Reason	• Day 2/5/2016 at 1:00 p.m.
• Essential intention	
Objectives:	Place:
• Goals	• Definition of space
• Achievements	
Development:	Tools and materials:
• How	• Objects
• What	• People
• Uncertainty	
Timing:	Supporting documentation:
• When	• PowerPoint,
• During	• Word,
	• Facebook, etc.
	Observations:
	• Clarification
	• Reminder/Evaluation





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