

THE USE OF SPORT AS A TOOL FOR SOCIAL INCLUSION

A step-by-step guide

EXCLUSION OR INCLUSION

The notions of exclusion and inclusion are essential threads that bind society together in the complex tapestry of human interactions. The dynamics of relationships, institutions, and communities are shaped by these two opposing forces, which also have an impact on how people's individual lives and the collective experience unfold. With its innate ability to alienate and marginalize, exclusion poses a serious threat to social justice and cohesion. However, inclusion shines as a ray of hope, encouraging a sense of community and a common purpose. Examining the fine balance between these factors reveals a complex picture of the human situation and invites contemplation of the systems that either strengthen or weaken the ties that bind us. In the current discourse on diversity, equity, and justice, as society struggles to create a truly inclusive and peaceful coexistence, this examination of exclusion and inclusion has particular relevance.

Below, you can find samples of definitions:

“Exclusion consists of dynamic, multi-dimensional processes driven by unequal power relationships interacting across four main dimensions—economic, political, social, and cultural—and at different levels, including individual, household, group, community, country, and global levels. It results in a continuum of inclusion and exclusion characterized by unequal access to resources, capabilities, and rights, which leads to health inequalities” (Popay and others, 2008, p. 2).

“Inclusion is the practice of ensuring that all individuals, regardless of differences or disabilities, are embraced and provided with equal opportunities to participate fully in all aspects of society, including education, employment, and community activities. It involves creating an environment that respects and values diversity, fostering a sense of belonging for everyone.” United Nations. (2006). Convention on the Rights of Persons with Disabilities (CRPD).

“Social exclusion is a complex and multi-dimensional process. It involves the lack or denial of resources, rights, goods, and services and the inability to participate in the normal relationships and activities available to the majority of people in a society, whether in economic, social, cultural, or political arenas. It affects both the quality of life of individuals and the equity and cohesion of society as a whole” (Levitas and others, 2007, p. 9).

“Social exclusion is what can happen when people or areas suffer from a combination of linked problems such as unemployment, poor skills, low incomes, poor housing, high crime, poor health, and family breakdown” (United Kingdom Office of the Deputy Prime Minister, 2004, p. 2).

Overall, social exclusion describes a state in which individuals are unable to participate in economic, social, political, and cultural life, as well as the processes leading to and sustaining such a state.

“Social inclusion is a process that ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political, and cultural life and to enjoy a standard of living that is considered normal in the society in which they live. It ensures that they have greater participation in decision-making that affects their lives and access to their fundamental rights” (Commission of the European Communities, 2003, p. 9).

What is social inclusion?

In the context of contemporary societies, the concept of inclusion is central to building more sustainable, supportive, and equitable communities. It is a comprehensive process that encompasses a number of key aspects, starting from fundamental values to practical actions. Equality and acceptance are the pillars of social inclusion. Modern society starts with respect and acceptance for all individuals, regardless of their differences. It is more than just tolerance; it is an active search for common understanding and mutual respect. Inclusion also emphasises social participation, i.e., the active participation of diverse groups in social decisions, politics, and public life. This openness to diverse voices and perspectives creates a more dynamic and representative society. An important step towards inclusion is the elimination of barriers. Modern society seeks to remove all barriers, both physical and social, that impede the full participation of different groups. Diversification of representation is another important sphere. An inclusive society seeks to ensure that the diversity of society is reflected in power structures, the media, business, and public institutions. Support for minorities is an aspect of inclusivity that emphasises redressing inequalities and creating conditions for minorities to participate fully in society. Moving towards shared solutions emphasises the importance of cooperation between different groups to solve social problems. The concept creates a society where we work together to create better conditions for all. Equality of opportunity is a central principle of social inclusion. It is not only a guarantee of equal access to resources but also the creation of conditions for every member of society to develop their potential. Education and raising awareness in society are key. Through education, we reduce stereotypes, develop an understanding of diversity, and promote respect for others. Protecting human rights is a fundamental principle of an inclusive society. An inclusive society is based on respect for human rights and works to eliminate any form of discrimination or exclusion.

In summary, inclusion is a dynamic process in which values are transformed into action and society strives to create a more open, sustainable, and equitable environment for all its members.



The use of sport as a tool for social inclusion

The utilization of sports as a catalyst for social inclusion represents a dynamic approach to fostering integration, equality, and active participation among diverse individuals and communities. The universal appeal of sports transcends cultural, social, and economic boundaries, providing a shared interest that becomes a powerful medium for interaction. Beyond the boundaries of race, ethnicity, or socioeconomic status, sports have the potential to break down barriers and challenge stereotypes, creating a platform for understanding and unity.

Engagement in sports activities extends beyond the realm of mere physical exercise. It serves as a social catalyst, encouraging interaction, teamwork, and the development of social connections. Whether through team sports or group exercises, sports offer individuals the opportunity to build relationships, form friendships, and cultivate a sense of community. This social dimension of sports contributes significantly to fostering a sense of belonging and shared purpose.

Participation in sports goes beyond the physical benefits; it also holds the potential to promote mental and emotional well-being. Access to sports activities contributes to healthier lifestyles, particularly for individuals from marginalized communities who may face obstacles in accessing adequate healthcare and fitness resources. The empowerment derived from sports participation is reflected in the positive impact on self-esteem and confidence as individuals experience success and improvement in their athletic pursuits.

Creating inclusive sports programs is a critical aspect of leveraging sports for social inclusion. By designing activities that consider individuals of all abilities, genders, ages, and backgrounds, sports become a platform where diversity is embraced and celebrated. The concept of inclusivity extends to adaptive sports, mixed-gender teams, and events designed to accommodate a wide range of participants, reinforcing the idea that sports are for everyone.

Beyond individual benefits, sports can serve as a catalyst for community development. Sporting events and facilities become focal points for social gatherings, events, and programs that bring people together. This fosters a sense of community pride and identity, creating spaces where individuals feel connected to something larger than themselves.

Participation in sports is not merely about physical prowess; it is an avenue for education and skill development. Through sports, individuals acquire valuable life skills such as teamwork, leadership, communication, and discipline. These skills extend beyond the playing field, contributing to personal development and enhancing social integration.



In certain contexts, sports have been instrumental in promoting conflict resolution. Acting as a constructive outlet for channeling energy and resolving conflicts, organized sports programs have been employed in areas affected by social tensions to promote peacebuilding and encourage positive social change.

The influence of sports extends to advocacy and social change. Prominent athletes and sports organizations wield significant influence, leveraging their platforms to address social issues, advocate for inclusivity, and challenge discriminatory practices. By harnessing the power of sports, individuals and organizations can contribute to a broader social dialogue and foster positive societal transformation.

In essence, the use of sports as a tool for social inclusion encompasses a multifaceted approach that spans physical, social, psychological, and community-building dimensions. It is a powerful vehicle for creating more inclusive, cohesive, and harmonious societies.



Target group

Beneficiaries of this guide are youth, but mainly the ones responsible for educating, coaching and training youth, the sport staff, physical education teachers, coaches, sport organisations, sport clubs, sports individuals enthusiasts.

Day 1 - Session 1	<p>TOPIC: Traditional Sports and Limited Social Inclusion</p> <p>Objective:</p> <p>The objective of this lesson plan is to engage students in traditional sports activities that may inadvertently limit social inclusion. Through this exercise, students will critically examine the potential barriers and exclusionary aspects present in certain sports contexts.</p> <p>Duration:</p> <p>1 session (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none">• Conventional sports equipment (e.g., balls, cones, etc.)• Whiteboard and markers• Printed copies of discussion questions <p>Introduction (30 minutes):</p> <p>Introduce the topic of sports' benefits briefly, focusing on cooperation, physical fitness, and skill development. Describe social inclusion and its significance in the context of sports. Talk about the popularity of various sports, with an emphasis on traditional and popular sports.</p> <p>Activity: Traditional Sports Showcase (50 minutes):</p> <p>Divide the class into small groups. Assign each group a traditional sport with potential limitations on social inclusion (e.g., cricket, golf, or tennis).</p>
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	<p>Instruct the groups to prepare a short presentation showcasing the rules, equipment, and common practices of their assigned sport. Encourage each group to consider and discuss potential barriers or exclusions that may arise within the context of the sport.</p> <p>Group Presentations (30 minutes):</p> <p>Each group presents its findings to the class, highlighting both the positive aspects and potential limitations of their assigned sport. Encourage a respectful discussion after each presentation, allowing students to share their thoughts on the perceived inclusivity or exclusivity of each sport.</p> <p>Critical Reflection (10 minutes):</p> <p>Facilitate a class discussion about the presented sports. Encourage students to reflect on the potential barriers or exclusions discussed and whether these factors impact social inclusion within the context of sports.</p> <p>Self-assessment activity (optional):</p> <p>Assign a reflective essay for homework, prompting students to delve deeper into their thoughts on the social inclusivity of traditional sports. Encourage them to propose strategies for making these sports more inclusive and accessible to a wider range of participants.</p> <p>Assessment:</p> <p>Assess students based on their group presentations, participation in the class discussion, and the depth of critical reflection demonstrated in their homework assignments.</p> <p>Note:</p> <p>The purpose of this lesson plan is to get students to consider the social dynamics that exist throughout conventional sports critically. It is crucial to stress that the intention is not to deter people from participating in these activities, but rather to raise awareness of potential restrictions and ignite</p>
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	<p>conversations about how to improve inclusivity in a variety of sporting contexts.</p>
Day 1 - Session 2	<p>TOPIC: National, Local, and Regional Programs for Inclusion Through Sport</p> <p>Objective:</p> <p>This lesson aims to teach students the value of national, municipal, and regional initiatives that use sports to advance social inclusion. Students will learn about a variety of programs and how athletics can be an effective means of promoting diversity on many fronts.</p> <p>Duration:</p> <p>1 class period (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Multimedia presentation materials (slides, videos) • Whiteboard and markers • Printed copies of case studies or success stories • Access to the internet for research (optional) <p>Introduction (20 minutes):</p> <p>Begin with a brief discussion on the importance of social inclusion in sports. Introduce the concept of national, local, and regional programs that aim to promote inclusion through sports. Highlight the role of sports in bringing communities together and fostering diversity.</p> <p>National Programs Overview (30 minutes):</p> <p>Present an overview of national programs that focus on inclusion through sports (e.g., Paralympic programs, national diversity initiatives). Discuss key success stories, events, and the impact of these programs on a broader scale.</p>



	<p>Encourage students to share any knowledge or experiences they may have with national sports inclusion programs.</p> <p>Local Programs Exploration (30 minutes):</p> <p>Discuss the importance of local sports programs in promoting inclusion within communities. Present examples of successful local sports initiatives that have had a positive impact on social inclusion. Engage students in a brainstorming session to identify local programs in their community or nearby areas.</p> <p>Regional Initiatives Discussion (20 minutes):</p> <p>Explore local sports programs that have a social inclusion theme. Discuss the special difficulties and chances that regional programs face. Students should be urged to think about the possible differences between regional and local curricula.</p> <p>Case Studies Analysis (20 minutes):</p> <p>Distribute printed copies of case studies or success stories related to national, local, or regional sports inclusion programs. In small groups, ask students to analyze and discuss the key elements that contributed to the success of these programs. Each group presents its findings to the class.</p> <p>Class Discussion and Reflection (20 minutes):</p> <p>Lead a conversation in class about the learning objectives covered in the session. Urge them to consider the various ways that sports might support social inclusion on a personal level. Talk about possible obstacles and ways to overcome them while putting inclusive sports programs into place.</p> <p>Self-assessment activity (optional):</p>
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	<p>Give your students a research project where they must look into and present a neighbourhood sports program that encourages social inclusion. They can investigate its aims, results, and effects on the community..</p> <p>Assessment:</p> <p>Students are graded according to how well they participated in class discussions, worked in groups, and wrote thoughtful thoughts during the session. For evaluation purposes, the optional homework assignment may also be taken into account..</p>
Day 2 - Session 1	<p>TOPIC: "Do You Know How PE Lesson Looks in Your Country?"</p> <p>Objective:</p> <p>This lesson's goal is to inspire students to investigate and comprehend the components, exercises, and importance of physical education (PE) programs across their nation. Students will research the national curriculum, instructional strategies, and the contribution of physical education to the promotion of general health and wellbeing.</p> <p>Duration:</p> <p>1 class period (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none">● Whiteboard and markers● Printed copies of the national PE curriculum (if available)● Access to the internet for research● Multimedia presentation tools (optional) <p>Introduction (20 minutes):</p> <p>Start off by having a quick conversation about the value of physical education in the classroom. Invite students to discuss what they think makes up a normal physical education class.</p>



	<p>Describe the lesson's goal, which is to examine how physical education is taught in their nation.</p> <p>National PE Curriculum Overview (30 minutes):</p> <p>Present an overview of the national PE curriculum in your country (or a selected country if not applicable). Discuss the key components, objectives, and goals outlined in the curriculum. Explore any specific guidelines for physical activities, sports, and health education.</p> <p>Research and Discussion (40 minutes):</p> <p>Split the class into smaller groups. Assign a particular PE topic to each group, such as the curriculum's content, the methods of instruction, or the activity's function in promoting health. Give each group the task of investigating and debating how that topic is covered in physical education programs in their nation.</p> <p>Invite groups to discuss any variations that may exist between physical education classes in different areas or kinds of schools.</p> <p>Group Presentations (20 minutes):</p> <p>Each team reports to the class on its results. Talk about the similarities and variations you saw in each presentation. Invite the class to ask questions and make remarks.</p> <p>Reflection and Comparison (20 minutes):</p> <p>Organize a debate in class about the knowledge that was acquired from the presentations. Invite students to consider how the physical education programs in their nation differ from those in other areas or nations.</p>
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	<p>Talk about how variations in the school system, geography, or culture affect physical education classes.</p> <p>Self-assessment activity (optional):</p> <p>Give students a reflective essay or diary entry to write about their own experiences with physical education classes and to address any adjustments or enhancements they may have in mind.</p> <p>Assessment:</p> <p>Students receive marks according to how well they participate in group discussions, make excellent group presentations, and participate in the reflection and comparison exercises. For evaluation purposes, the optional homework assignment may also be taken into account.</p>
Day 2 - Session 2	<p>TOPIC: Supporting Students Facing Fear in Physical Education</p> <p>Objective:</p> <p>This session's goal is to provide teachers with techniques to help students who struggle with fear in physical education by using a case study of a student who is hesitant to take on a difficult task. The goal is to establish a welcoming and constructive learning atmosphere.</p> <p>Duration:</p> <p>1 session period (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none">• Whiteboard and markers• Case study handouts or presentation slides• Comfortable seating arrangement• Access to a quiet space for one-on-one discussion (if needed) <p>Introduction (20 minutes):</p> <p>Start off by talking about how important it is to create an inclusive and supportive environment in physical education.</p>



	<p>Present the case study scenario of a student who becomes afraid of a particular task. Emphasize the lesson's objective, which is to give teachers practical ways to help pupils who are afraid.</p> <p>Understanding Fear in Students (30 minutes):</p> <p>Discuss the typical causes of pupils' apprehension in physical education. Examine how fear affects a student's mental and physical health. Share your knowledge about how to spot anxiety and fear in students.</p> <p>Case Study Presentation (30 minutes):</p> <p>Present the case study, providing details about the student's background, experiences, and specific challenges.</p> <p>“During the activity, the pupils' task was to jump over a trestle. When preparing the area for the exercise, the teacher secured the jumping area with mattresses. The pupil confessed to the teacher that despite his problem with leg, he would like to try it. His peers think of him as weak and not brave enough. The teacher gave the pupil a chance to make an attempt. In the jump, he fell from the trestle onto the mattresses. In falling, he suffered an injury to his right hand.”</p> <p>Debate on the value of understanding and empathy when addressing the worries of the pupils. Urge educators to take into account each student's unique abilities, passions, and potential terror triggers.</p> <p>Strategies for Supporting Scared Students (30 minutes):</p>
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	<p>Discuss and come up with ideas for practical ways to help pupils who are afraid. Examine the importance of developing trust, communicating clearly, and providing positive reinforcement. Give other instructors' successful interventions and methods as examples.</p> <p>Role-Playing and Scenarios (20 minutes):</p> <p>Conduct role-playing scenarios to help teachers practice implementing supportive strategies. Construct scenarios that resemble typical frightful circumstances encountered in physical education. Motivate educators to adopt a dual role as learners and instructors by emphasizing supportive and efficient communication.</p> <p>One-on-One Support Discussion (10 minutes):</p> <p>Discuss the importance of one-on-one support for students facing fear. Share insights on building trust and fostering open communication. Emphasize the significance of considering individual student needs and preferences.</p> <p>Closing Reflection and Action Plan (10 minutes):</p> <p>Facilitate a closing reflection on the strategies discussed. Encourage teachers to develop an action plan for creating a more inclusive and supportive physical education environment. Discuss how implementing these strategies can contribute to a positive overall school climate.</p> <p>Self-assessment activity (optional):</p> <p>Assign teachers to reflect on their own teaching practices, considering how they currently support students facing fear and identifying areas for improvement.</p> <p>Assessment:</p>
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	Students are evaluated on their ability to create workable plans for assisting nervous children in physical education, as well as their willingness to actively participate in discussions and role-playing exercises. Take into account how thoughtfully they have formulated their action plans to foster a more welcoming atmosphere.
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Day 3 - Session 1	<p>TOPIC: Promoting Inclusivity in Local Sport Clubs</p> <p>Objective:</p> <p>The objective of this lesson is to critically examine a case study of a local sports club that is exclusive and expensive. The lesson aims to empower students to explore strategies and initiatives to promote inclusivity and make sports more accessible within their community.</p> <p>Duration:</p> <p>1 class period (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none">• Whiteboard and markers• Printed copies of the case study• Access to the internet for research• Multimedia presentation tools (optional) <p>Introduction (20 minutes):</p> <p>Begin with a discussion on the importance of inclusivity in sports and the potential impact of exclusive and expensive sports clubs on the community.</p> <p>Introduce the case study scenario of a local sports club that is exclusive and expensive.</p> <p>Emphasize the goal of the lesson: to explore strategies for transforming the club into a more inclusive and affordable space.</p> <p>Case Study Analysis (40 minutes):</p>
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	<p>Distribute printed copies of the case study to students. Allow time for individual reading and reflection. Facilitate a class discussion on key aspects of the case study, encouraging students to identify factors contributing to the exclusivity and high cost.</p> <p>Research and Analysis (30 minutes):</p> <p>In small groups, assign each group a specific aspect of the case study to research further (e.g., club membership fees, recruitment strategies, community engagement). Ask groups to analyze the impact of their assigned aspect on inclusivity and affordability. Encourage groups to propose alternative approaches or solutions based on their findings.</p> <p>Group Presentations (20 minutes):</p> <p>Each group presents its findings and proposed solutions to the class. Facilitate a discussion after each presentation, encouraging students to ask questions and share their perspectives.</p> <p>Class Brainstorming (20 minutes):</p> <p>Open the floor for a class brainstorming session on potential strategies for making the local sports club more inclusive and affordable. Encourage creative thinking and consider factors such as community partnerships, fundraising, and diversified programming.</p> <p>Action Plan Development (10 minutes):</p> <p>Instruct students to individually develop an action plan outlining specific steps they would take to promote inclusivity in the local sport club. Emphasize the importance of practical, achievable strategies.</p>
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	<p>Closing Reflection (10 minutes):</p> <p>Facilitate a closing reflection where students share their insights, key takeaways, and feelings about the potential impact of inclusivity initiatives.</p> <p>Discuss the collective responsibility of communities in fostering accessible sports opportunities.</p> <p>Self-assessment activity (optional):</p> <p>Assign a reflective essay or journal entry where students consider their personal role in promoting inclusivity in sports clubs and how they can contribute to positive change.</p> <p>Assessment:</p> <p>Assess students based on their participation in discussions, the quality of their group presentations, the creativity of their proposed solutions, and the feasibility of their individual action plans. Consider the depth of reflection in their homework assignments, if applicable.</p>
DAY 3 - Session 2	<p>TOPIC: Creating a Hybrid Sport - Crokinole + Pétanque</p> <p>Objective:</p> <p>The objective of this lesson is to engage students in a creative and collaborative process of combining two sports, Crokinole and Pétanque, to create a new and unique activity. The lesson aims to foster teamwork, critical thinking, and innovation in the context of physical education.</p> <p>Duration:</p> <p>1 session (approximately 120 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Crokinole boards and discs ● Pétanque balls ● Whiteboard and markers ● Large open space or gymnasium



- Cones or markers for boundaries

Introduction (20 minutes):

Begin with a brief introduction to the concept of combining sports to create new activities.
Discuss the basic rules and gameplay of Crokinole and Pétanque.
Introduce the challenge: to collaboratively create a hybrid sport merging elements of both Crokinole and Pétanque.

Brainstorming Session (30 minutes):

Divide the class into small groups.
Encourage each group to brainstorm ideas on how to integrate elements of Crokinole and Pétanque into a new, cohesive activity.
Ask groups to consider rules, scoring systems, and the overall objective of the hybrid sport.

Group Planning and Design (60 minutes):

Provide materials such as Crokinole boards, discs, and Pétanque balls to each group.
Instruct groups to plan and design their hybrid sport, considering logistics, equipment usage, and safety.
Encourage groups to create a visual representation or diagram of their proposed hybrid sport.

Group Presentations and Feedback (20 minutes):

Each group presents their hybrid sport concept to the class.
After each presentation, allow time for feedback and questions from other groups.
Emphasize constructive feedback and positive aspects of each concept.

Test and Refinement (20 minutes):

Allocate time for each group to test their hybrid sport in a designated area.



	<p>Observe the gameplay and encourage students to make adjustments based on their experiences. Rotate groups to allow each one the opportunity to test their creation.</p> <p>Class Discussion and Reflection (10 minutes):</p> <p>Facilitate a class discussion on the overall experience of creating and testing hybrid sports. Discuss what worked well, challenges faced, and potential improvements. Emphasize the importance of teamwork, creativity, and adaptability.</p> <p>Self-assessment activity (optional):</p> <p>Assign a reflection or journal entry where students individually express their thoughts on the hybrid sport creation process, what they learned, and any ideas for further improvements.</p> <p>Assessment:</p> <p>Assess students based on their participation in group brainstorming, the creativity and viability of their hybrid sport concept, their ability to work collaboratively, and their engagement in the testing and refinement phase. Consider the depth of reflection in any assigned homework.</p>
Day 4_ Session 1	<p>Topic: Organizing a Successful Sports Event</p> <p>Objective:</p> <p>The objective of this lesson is to equip students with the knowledge and skills required to plan and execute a successful sports event. The lesson will cover key aspects of event organization, emphasizing teamwork, communication, and attention to detail.</p> <p>Duration:</p>



1 session (approximately 120-140 minutes per part)

Materials:

- Whiteboard and markers
- Access to the internet for research
- Examples of successful sports event plans
- Guest speaker (optional - someone with experience in sports event management)

Part 1: Planning Phase

Introduction (10 minutes):

Begin with a discussion on the importance of organizing successful sports events.
Introduce the main components of event planning, such as logistics, promotion, and participant engagement.
Emphasize the role of teamwork and effective communication in the planning process.

Key Components of Event Planning (60 minutes):

Break down the key components of event planning: budgeting, venue selection, scheduling, permits, safety measures, marketing, and volunteer management.
Discuss the importance of creating a detailed event timeline.

Group Activity: Event Planning Scenario (40 minutes):

Divide the class into small groups.
Provide each group with a hypothetical sports event scenario.
Instruct groups to create an outline of an event plan, considering the key components discussed.



	<p>Group Presentations and Feedback (20 minutes):</p> <p>Each group presents its event plan to the class. Encourage constructive feedback and discussion on the strengths and potential improvements of each plan.</p> <p>Part 2: Execution and Reflection</p> <p>Review and Guest Speaker (20 minutes):</p> <p>Review key concepts from the planning phase. If applicable, invite a guest speaker with experience in sports event management to share insights and practical tips.</p> <p>Execution Phase: Real-world Considerations (40 minutes):</p> <p>Discuss real-world challenges that may arise during the execution phase. Address contingency planning and the importance of adaptability.</p> <p>Case Studies and Analysis (60 minutes):</p> <p>Present case studies of successful sports events. Analyze the strategies and decisions that contributed to their success.</p> <p>Reflection and Action Plan (30 minutes):</p> <p>Facilitate a class discussion on lessons learned from the case studies and guest speaker. Have students individually reflect on the key takeaways. Instruct each student to develop a personal action plan for contributing to the success of a sports event.</p> <p>Self-assessment activity (optional):</p>
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	<p>Assign students to research and write a short paper on a specific aspect of sports event management, such as marketing strategies, volunteer coordination, or safety protocols.</p> <p>Assessment:</p> <p>Assess students based on their participation in group activities, the quality of their event plans, engagement in class discussions, and the depth of reflection in their individual action plans. Consider any optional assignments for assessment purposes.</p>
Day 4_Session 2	<p>TOPIC: Creating a New Sport</p> <p>Objective:</p> <p>The objective of this lesson is to encourage students to think creatively and collaboratively to design and develop a new sport using everyday objects such as balls, nets, and other readily available materials. The lesson aims to foster teamwork, critical thinking, and innovation in the context of physical education.</p> <p>Duration:</p> <p>1 session (approximately 150 minutes)</p> <p>Materials:</p> <ul style="list-style-type: none"> Whiteboard and markers Various balls (soccer ball, tennis ball, etc.) Nets or makeshift goalposts Cones or markers Everyday objects (buckets, hula hoops, ropes, etc.) <p>Introduction (10 minutes):</p> <p>Begin with a brief discussion on the importance of creativity and innovation in sports.</p>



	<p>Introduce the challenge: to collaboratively create a new sport using balls, nets, and everyday objects. Emphasize the importance of considering safety, fairness, and inclusivity in their sport designs.</p> <p>Brainstorming Session (30 minutes):</p> <p>Divide the class into small groups. Encourage each group to brainstorm ideas for their new sport, considering the available materials. Instruct groups to think about rules, objectives, and the overall theme of their sport.</p> <p>Materials Exploration (20 minutes):</p> <p>Provide each group with a set of balls, nets, and various everyday objects. Allow time for students to explore and experiment with the materials, trying out different combinations. Encourage them to consider the unique characteristics of each object and how they can contribute to the sport.</p> <p>Group Planning and Design (40 minutes):</p> <p>Instruct groups to plan and design their new sport, taking into account the rules, equipment, and safety measures. Encourage creativity and problem-solving in their designs. Groups should create a visual representation or diagram of their proposed sport.</p> <p>Group Presentations and Feedback (20 minutes):</p> <p>Each group presents its new sport concept to the class. Facilitate a discussion after each presentation, encouraging students to provide feedback and ask questions. Emphasize constructive feedback and positive aspects of each concept.</p>
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	<p>Interactive Play and Refinement (20 minutes):</p> <p>Allow each group to demonstrate a brief, interactive play of their new sport. Encourage classmates to actively participate and provide feedback. Discuss any potential refinements or adjustments based on the interactive play.</p> <p>Closing Reflection (10 minutes):</p> <p>Facilitate a closing reflection where students share their insights and feelings about the new sport creation process. Discuss the importance of teamwork, creativity, and adaptability in designing a new sport.</p> <p>Self-assessment activity (optional):</p> <p>Assign students to write a short reflection or journal entry on their experience creating a new sport, highlighting the challenges faced and lessons learned.</p> <p>Assessment:</p> <p>Assess students based on their participation in group activities, the creativity and viability of their new sport concept, their ability to work collaboratively, and their engagement in the interactive play and reflection phases. Consider the depth of reflection in any assigned homework.</p>
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Contact persons

Jan Wiśniewski	j.wisniewski@wsbinoz.pl
Joanna Komorek	j.komorek@wsbinoz.pl



The venue of the training – Bulgaria Sofia

Face to face participants	Every day – 11 participants <ul style="list-style-type: none">• 2 from Poland• 2 from Italy• 2 from Portugal• 2 from Italy• 2 Bulgaria• 0 from Romania
Online participants	5 th of July 2023 - 22 participants online

The training material other than the instructions and explanations provided in the agenda, if any (presentations, etc.);

PPT about – “THE USE OF SPORT AS A TOOL FOR SOCIAL INCLUSION” -
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LTTA, Sofia, BULGARIA
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**THE USE OF SPORT AS A TOOL
FOR SOCIAL INCLUSION"**

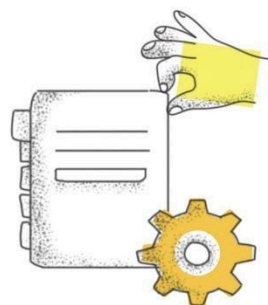


WYŻSZA SZKOŁA
Biznesu i Nauk o Zdrowiu w Łodzi



TRAINING PLAN DAY 1

- | | | |
|---|------------------|---|
| 1 | Introduction | → |
| 2 | Goals | → |
| 3 | Social inclusion | → |
| 4 | Activities | → |
| 5 | Debriefing | → |



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INTRODUCTION

What are the most most relevant social problems and barriers nowadays?

Can you identify / name or describe them?



<https://jamboard.google.com/d/1GP5t5zuC086ETeUqYXkBpURBLhKXbID0yiv8UJ1nrKY/edit?usp=sharing>



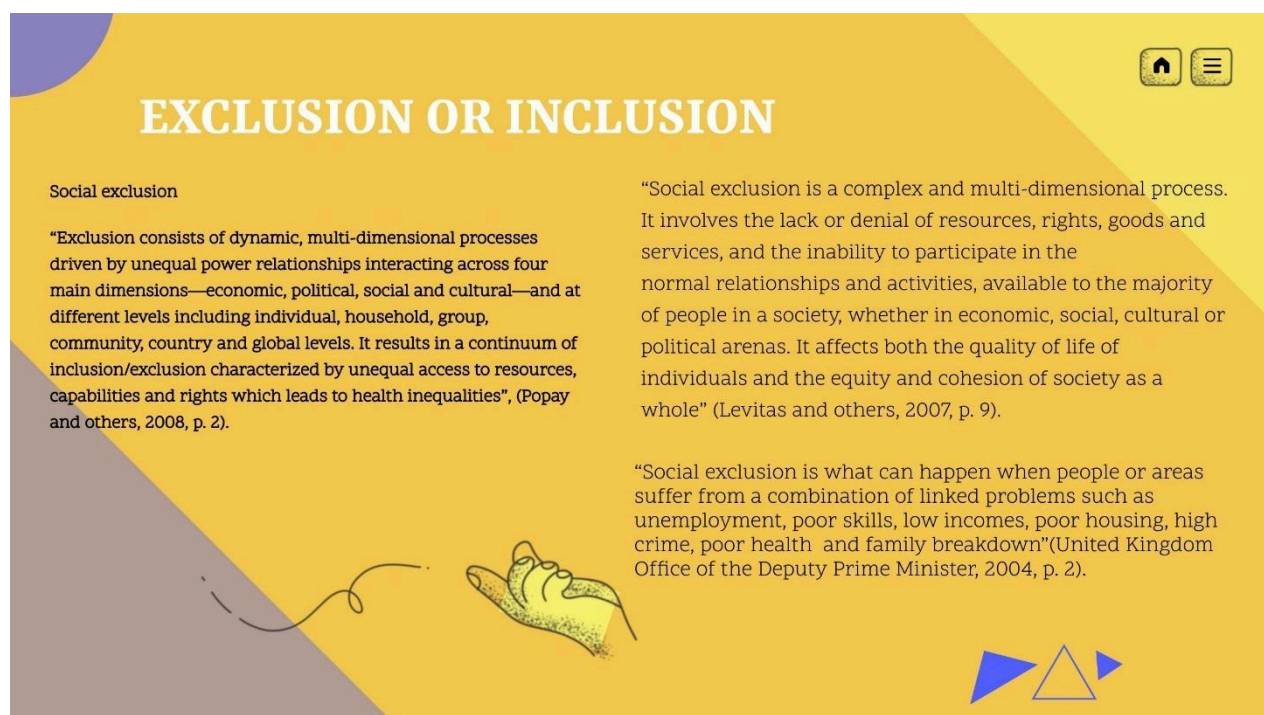
INTRODUCTION



1. Lack of accessible facilities for individuals with disabilities.
2. Financial constraints, such as high registration fees or equipment costs.
3. Discrimination based on gender, race, or ethnicity.
4. Limited opportunities for individuals from low-income backgrounds.
5. Language barriers that hinder effective communication and participation.
6. Negative attitudes and stereotypes towards certain groups.
7. Limited awareness or understanding of diverse cultural practices.
8. Lack of transportation options to sports venues.
9. Insufficient support for individuals with special needs or disabilities.
10. Inadequate representation and diversity among coaches and sports administrators.









EXCLUSION OR INCLUSION



Overall Social Exclusion describes a state in which individuals are unable to participate fully in economic, social, political and cultural life, as well as the process leading to and sustaining such a state



EXCLUSION OR INCLUSION



Social inclusion

“ The process of improving the terms for individuals and groups to take part in society”

and

“The process of improving the ability, opportunity, and dignity of people, disadvantaged on the basis of their identity, to take part in society”
(World Bank, 2013, pp. 3-4).





EXCLUSION OR INCLUSION

“Social inclusion is a process which ensures that **those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of living that is considered normal in the society in which they live.** It ensures that they have greater participation in decision making which affects their lives and access to their fundamental rights”(Commission of the European Communities, 2003, p. 9).



SPORTS THAT CAN NOT HELP WITH SOCIAL INCLUSION



Name at least 3 sports' disciplines that might be difficult to use them as a tool for social inclusion and why?





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NON INCLUSIVE SPORTS

Gymnastics: Artistic gymnastics, rhythmic gymnastics, and trampolining often have strict age limits and require a high degree of flexibility, strength, and coordination. Older individuals or those with physical limitations may find it challenging to participate at a competitive level.

Boxing: This combat sport involves intense physical contact and requires participants to possess a certain level of strength, endurance, and skill. Some individuals, due to medical conditions or physical limitations, may be excluded from boxing.

Diving: Competitive diving demands excellent coordination, flexibility, and courage to perform high-risk maneuvers from elevated platforms or springboards. Individuals with certain physical limitations, such as balance issues or certain disabilities, may find it challenging to participate.

Weightlifting: Weightlifting involves lifting heavy weights in a structured and competitive manner. It requires a combination of strength, power, and technique. Certain medical conditions or physical limitations may prevent individuals from safely participating in this sport.

SPORTS THAT CAN BE USED FOR SOCIAL INCLUSION

Name at least 3 sports' disciplines that can be used as a tool for social inclusion and why?

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Project title: FSOS - Five skills, One Sporter

Project number 101050643

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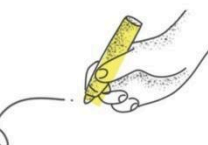
WHICH SPORTS ARE THE BEST TO USE THEM AS A TOOL FOR SOCIAL INCLUSION



Football (Soccer): Football is a globally popular sport that has a strong track record in fostering social inclusion. It is accessible, requires minimal equipment, and can be played by people of all ages and abilities. Football programs and initiatives often focus on inclusivity, bringing together individuals from diverse backgrounds and providing a platform for social integration, teamwork, and community engagement.

5 SKILLS
1 SPORTER

Basketball: Basketball is another sport that can promote social inclusion. It can be played indoors or outdoors, and its relatively simple rules make it accessible to a wide range of individuals. Basketball programs, especially those focused on grassroots development and community outreach, can provide opportunities for individuals to engage, develop teamwork skills, and build social connections.



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WHICH SPORTS ARE THE BEST TO USE THEM AS A TOOL FOR SOCIAL INCLUSION

5 SKILLS
1 SPORTER



Athletics (Track and Field): Athletics, encompassing various track and field events, can be a powerful tool for social inclusion. It offers a wide range of disciplines, catering to different interests and abilities. Athletics programs often emphasize inclusivity and can help develop physical fitness, confidence, and a sense of achievement among participants.

Adaptive Sports: Adaptive sports, such as wheelchair basketball, para-athletics, or sitting volleyball, are specifically designed for individuals with disabilities. These sports provide opportunities for people with varying impairments to participate in physical activities, compete at various levels, and experience the benefits of sports, including improved self-esteem, social interaction, and physical well-being.

Martial Arts: Martial arts, such as judo, taekwondo, or karate, can also promote social inclusion. Many martial arts disciplines emphasize discipline, respect, and personal development. They can provide a supportive environment for individuals of all ages and abilities, teaching self-defense skills, boosting self-confidence, and fostering a sense of community.



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INCLUSIVE SPORTS

Tennis , Golf, Swimming Cycling
Rugby Cricket, Baseball Softball
Volleyball, Table Tennis
Badminton Ice Hockey, Figure Skating
Skiing (Alpine, Cross-country, Freestyle)
Snowboarding, Surfing
Sailing, Canoeing/Kayaking
Rowing Archery.

Choose one and
think how they can
be used?





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PLAN HOW TO CREATE INCLUSIVE SPORT AND PHYSICAL ACTIVITY







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**SOCIAL
INCLUSION
THROUGH
SPORTS**

5 SKILLS
1 SPORTER

ICRC Social Inclusion Through Sporting

Watch on YouTube

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**SOCIAL
INCLUSION
THROUGH
SPORTS**

5 SKILLS
1 SPORTER

Sport for social inclusion

THE MOST BASIC
ELEMENT OF SPORT IS
PEOPLE COMING
TOGETHER TO PLAY

Watch on YouTube

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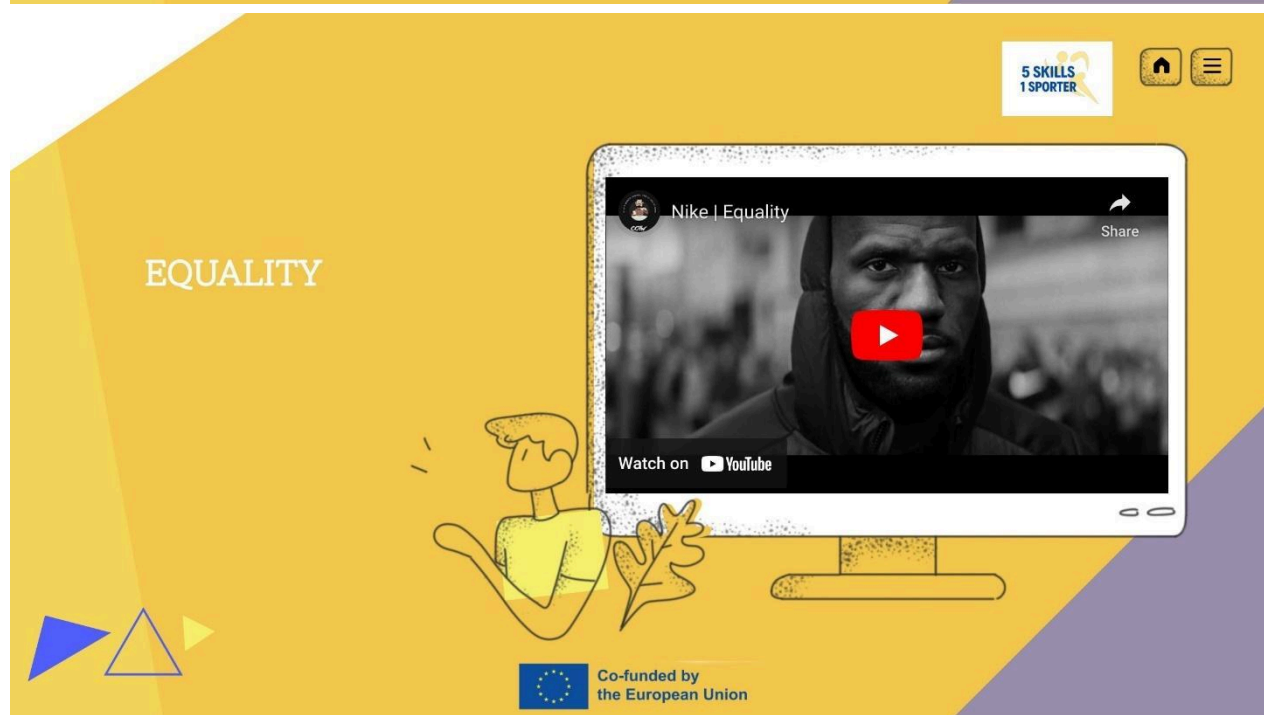
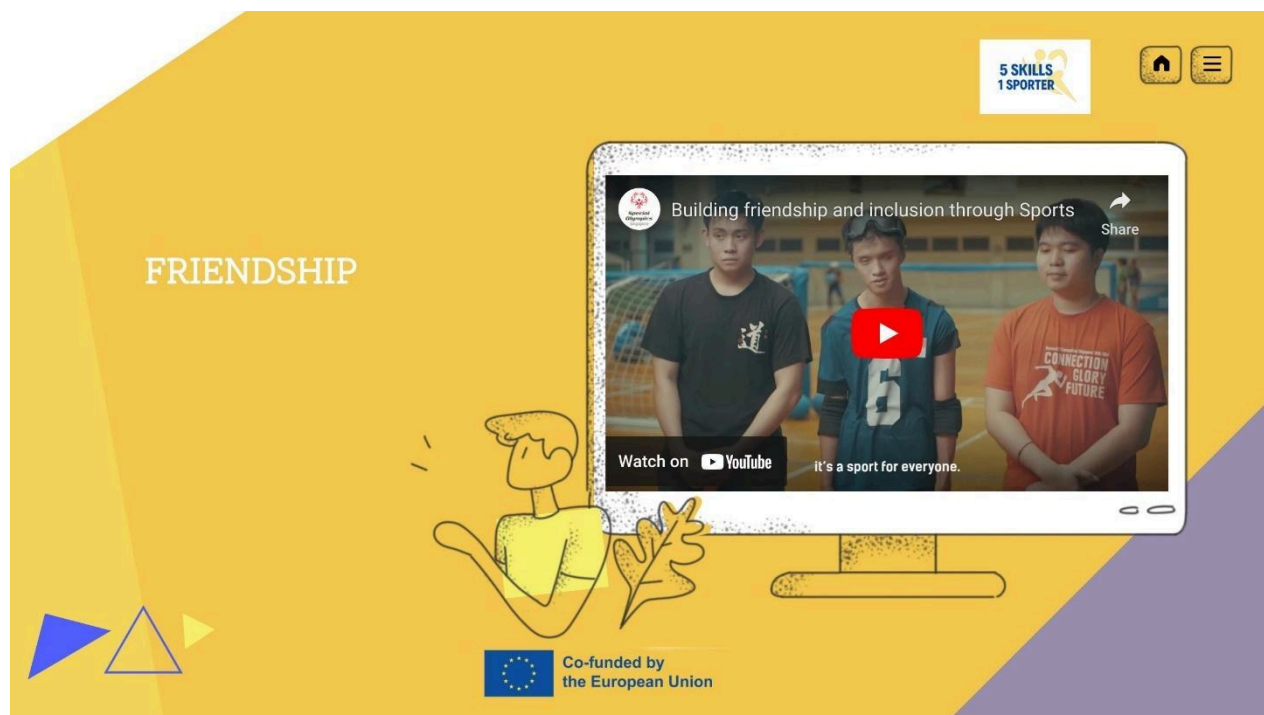
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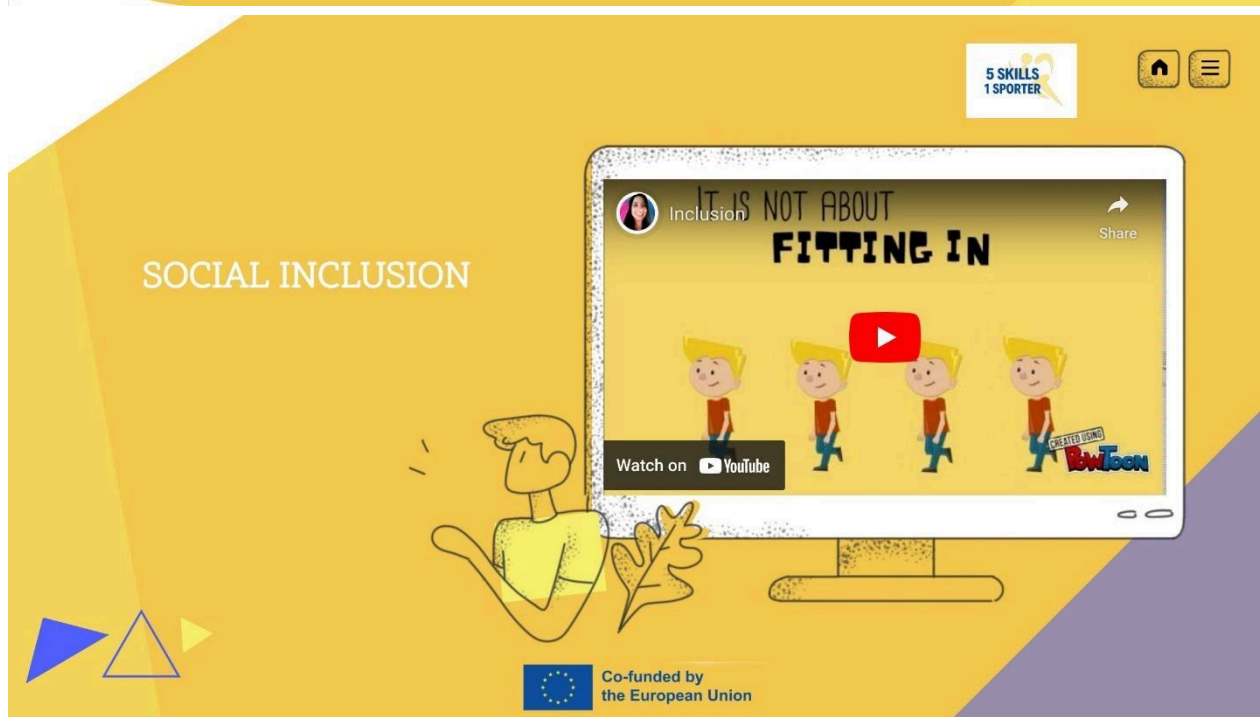
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DO YOU KNOW HOW PE LESSON
LOOKS IN YOUR COUNTRY?

5 SKILLS
1 SPORTER

Write how it looks:

- time frames
- how teachers deal with exclusion
- teachers preparation
- equipment
- facility
- safety
- etc.

How would you
like to improve it?

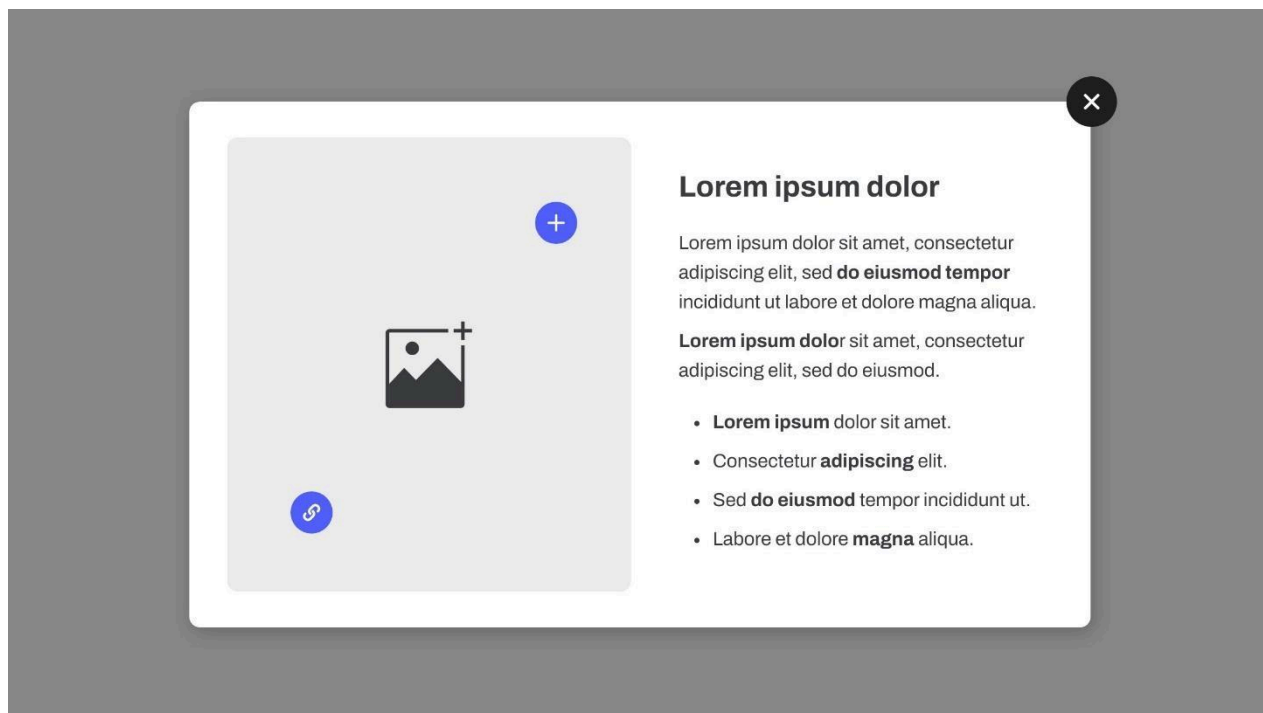
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CASE STUDY NO 1

Example

During the activity, the pupils' task was to jump over a trestle. When preparing the area for the exercise, the teacher secured the jumping area with mattresses. The pupil confessed to the teacher that despite his problem with leg, he would like to try it. His peers think of him as weak and not brave enough. The teacher gave the pupil a chance to make an attempt. In the jump, he fell from the trestle onto the mattresses. In falling, he suffered an injury to his right hand.



On a basis of this case prepre the lesson plan that will help the pupil to succesfully overcome the trestle. Include in the planning how to avoid missbehaviour of the peers.



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CASE STUDY NO 2



A local sports club has a reputation for being exclusive and primarily catering to individuals from affluent backgrounds. They charge high membership fees and organize events at expensive venues, making it difficult for individuals from lower-income neighborhoods to participate.

Barrier: define the barrier



Suggested solutions

Barrier: Financial constraints and socioeconomic exclusion.

1. Introduce flexible payment options or scholarships to reduce financial barriers.
2. Collaborate with community organizations to provide funding or sponsorship for underprivileged individuals.
3. Organize sports events in more affordable locations or negotiate reduced fees with venues.
4. Engage in outreach programs to actively recruit and promote participation from diverse socioeconomic backgrounds.
5. Develop partnerships with local schools or community centers to provide access to sports programs for economically disadvantaged youth.






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Physical activity for social inclusion

5 SKILLS 1 SPORTER

Crokinole

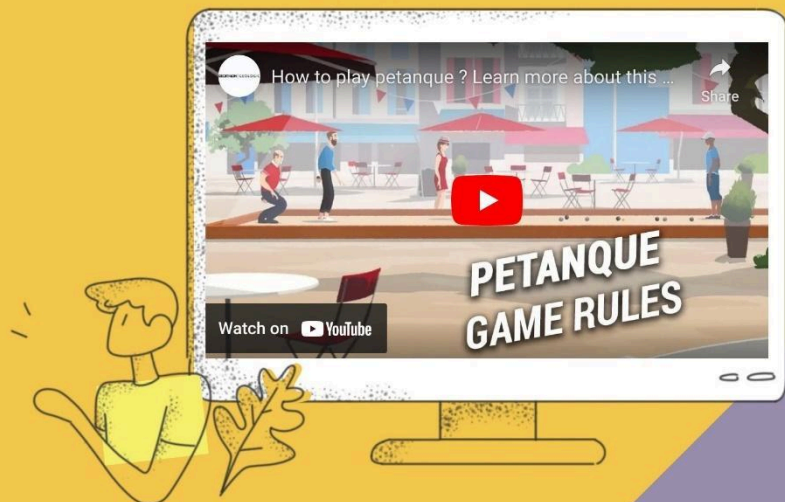


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Physical activity for social inclusion

5 SKILLS 1 SPORTER

Petanque



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TASK

Combine two sports into one new activity.




CROKINOLE + Pettanque

Rules:
Make it as fun as possible
Combine rules from each of the sport
Make it socially inclusive



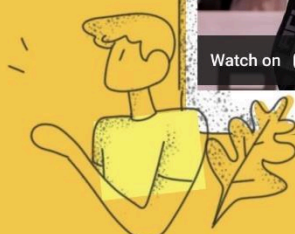


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Physical activity for social inclusion - example



Spectacular throw



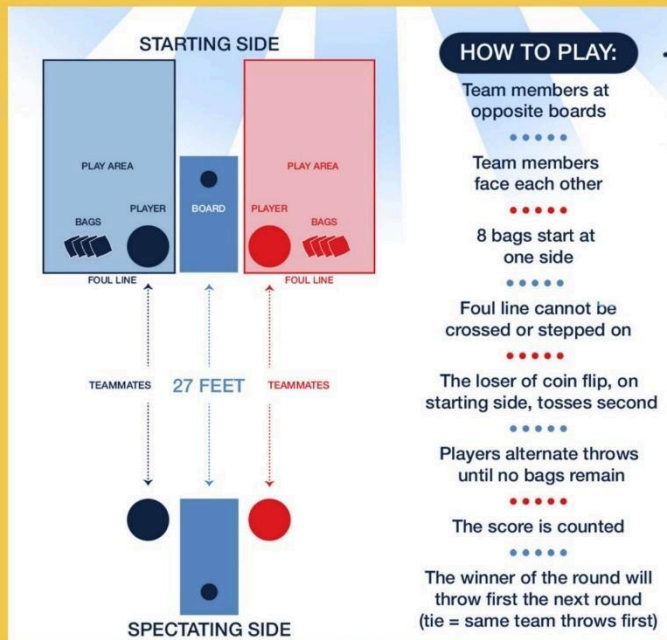
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Physical activity for social inclusion



Cornhole



HOW TO PLAY:

- Team members at opposite boards
- Team members face each other
- 8 bags start at one side
- Foul line cannot be crossed or stepped on
- The loser of coin flip, on starting side, tosses second
- Players alternate throws until no bags remain
- The score is counted
- The winner of the round will throw first the next round (tie = same team throws first)





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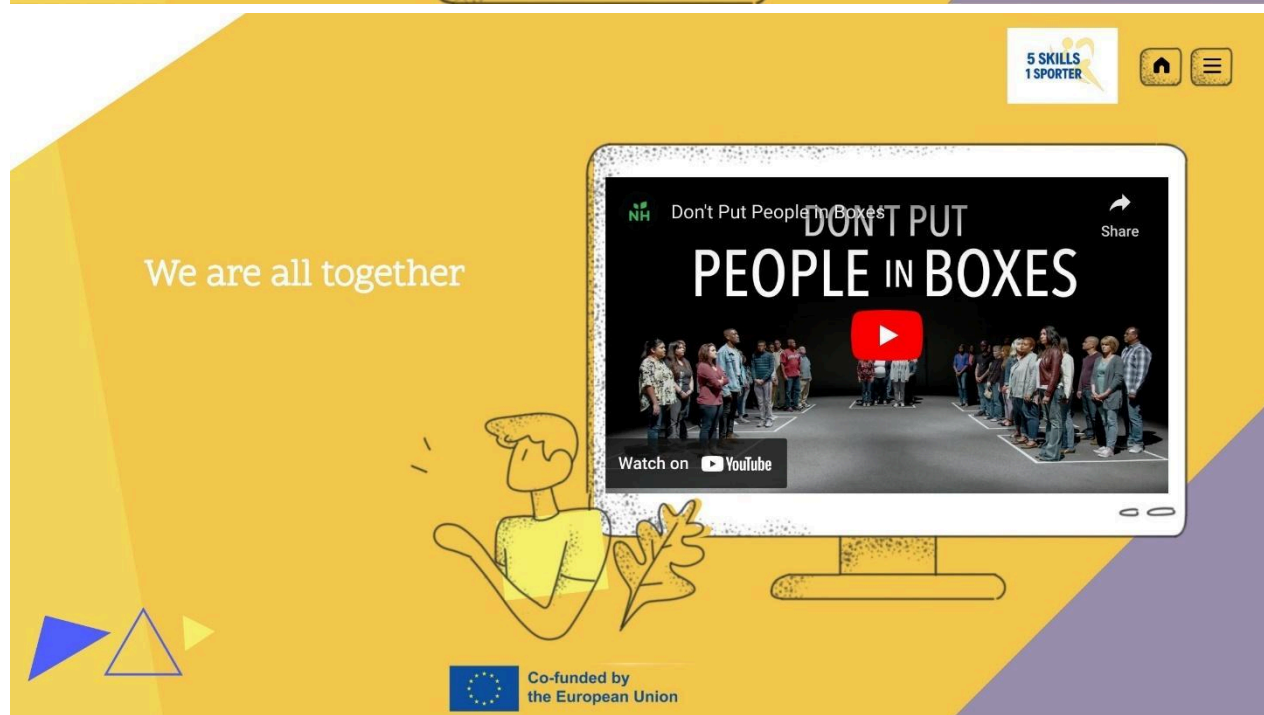
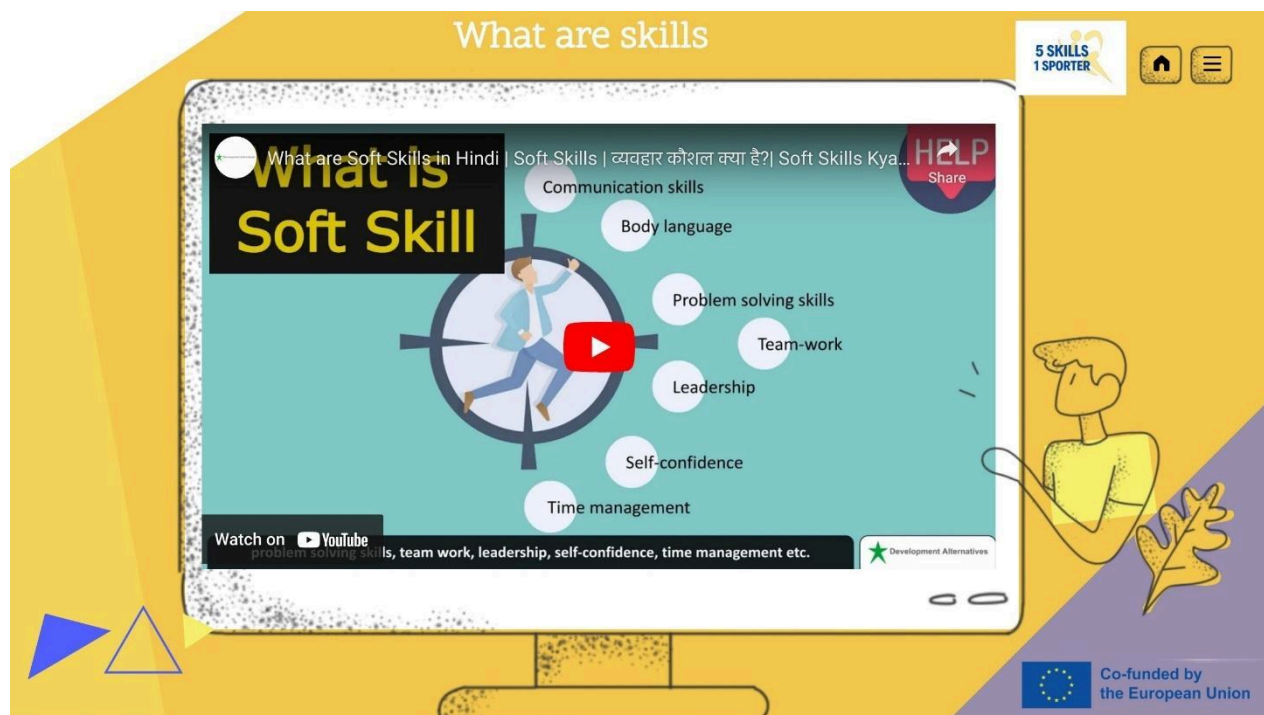
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THANK YOU



Joanna Komorek
j.komorek@wsbinoz.pl
Jan Wiśniewski
j.wisniewski@wsbinoz.pl

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PPT about – “How to organise successfully the sports event -
<https://view.genial.ly/64a5bc80c8f0b100184627e4>



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- Get organised
- Select dates
- Choose a venue
- Determine sport event style
- Plan supplies
- Get insurance
- Health and safety rules
- Assemble staff & volunteers
- Promotion of your sports event
- Inviting officials and referees
- Reach out to participants
- Check the plan
- Invite local press

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Get organised:

- > Why I want to organize the event?
- > What do I need?
- > Is it outdoor or indoor?
- > What is the budget for the event?
- > What are the aims/objectives of the event?
- > What social distancing measures do I have to consider?

Those questions will help you to consider all requirements from the very start and give you a clear direction on how to proceed.

Select dates

Make sure if there are any other local events in your area.

The more time you have, the better promotion you can prepare.

Your event will gain traction for it.



Choose a venue

- the capacity that will be secure and should be convenient for your attendees to get to, whether it be indoor or outdoor.
- traffic and parking could (if you have participants and spectators travelling to attend your event.
- all of the necessary permissions to hold an event.
- check the services the venue can provide to you (keep in mind the budget)

Determine sport event style

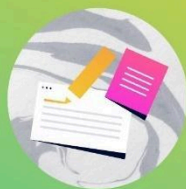
- Form of sport event:
 - one-off match,
 - a tournament,
 - a league?
- Is it for individuals or teams?
- Will you include multiple sports or a single sport?





Make a list of any supplies:

- Equipment
- Scorecards
- Certificates
- Posters
- Whistles
- Medals
- Awards



**5 SKILLS
1 SPORTER**

Insurance

- it covers sports event organisers
- it helps to pay for damages, claimants' costs and expenses which may arise as a result of and in connection with the event relating to accidental bodily injury or accidental damage to a third party or their property.
- read the terms of the insurance carefully



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Health and Safety:

- ensure the health and safety of all attendees at your event
- Covid-19 friendly considerations



**5 SKILLS
1 SPORTER**

Staff & volunteers

- determine how many volunteers or staff members might be appropriate for your event
- prepare your staff and volunteers about what do we want to achieve by this event.
- They are to remain professional while having fun and able to answer any questions on the day of the event.



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Promote your sports event:

- start actively advertising your tournament as soon as you set the dates and define its rules.
- use social media to raise awareness and promote your event
- do some paid advertisements to attract new customers
- advertise the event via:
 - email,
 - send out flyers to local schools and clubs,
 - local newspaper!



Officials and referees:

- reserve the sports officials. If you want a legitimate event you need legitimate referees and officials.
- Search for and contact local organisations, local clubs, referee organisations at least a couple of months before your event.



Attendees and participants

- finalise the teams participating in the tournament or list of individuals
- send them the details of your event including the rules and regulations of the tournament, a timetable of the day and an accurate date, time and location of the event;
- Having teams from a different region, suggest nearby accommodations so that teams or individuals can book in advance.





Doublecheck your plan:

- Go through all the details of your sports events plan:
 - venue management,
 - organising committee, and volunteers
 - check the equipment

All the tasks should be assigned beforehand to ensure everyone knows their roles and what you expect from them so that the day runs as smoothly as possible.



**5 SKILLS
1 SPORTER**

Local media and press

- consider inviting the local media and press to show off the success of what you've achieved!



The more time you spend planning and preparing beforehand, the smoother the day will run - and the more time everyone will get to enjoy it, safely!



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**5 SKILLS
1 SPORTER**



Now your task is to plan an inclusive sport event
using the new socially inclusive sport activities that
you have created during this training



SCAN ME

Time: 30 minutes



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THANK YOU FOR YOUR ATTENTION

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A report on the training event (how the training event went, the conclusions of the event).

Report on the Use of Sport as a Tool for Gender Equality and Social Inclusion Training

Introduction

The training session on using sport as a tool for gender equality and social inclusion was designed to educate and empower participants on leveraging sports to address and promote significant societal issues. This report provides an overview of the training content, participant insights, and recommendations for future implementation.

Training Overview

The session was structured around interactive discussions, case studies, and practical applications, focusing on how sports can be adapted to promote inclusivity and equality. Key topics included gender education in sports, dismantling stereotypes, and creating supportive environments for all athletes.

Participant Feedback

Participants provided their feedback through a structured survey that evaluated their satisfaction with the training and the new insights they gained. The overall satisfaction rate was notably high, with 50% of the respondents rating their satisfaction at the maximum level.

Key Insights

Gender Equality in Sports: Participants discovered the multifaceted impact of gender education within the sporting context, including the challenge of ingrained stereotypes and the importance of promoting a diverse spectrum of gender identities and expressions in sports.

Social Inclusion through Sports: The training highlighted sports' potential to foster social inclusion by adapting rules to make various sports accessible and enjoyable for people from different social backgrounds and abilities.

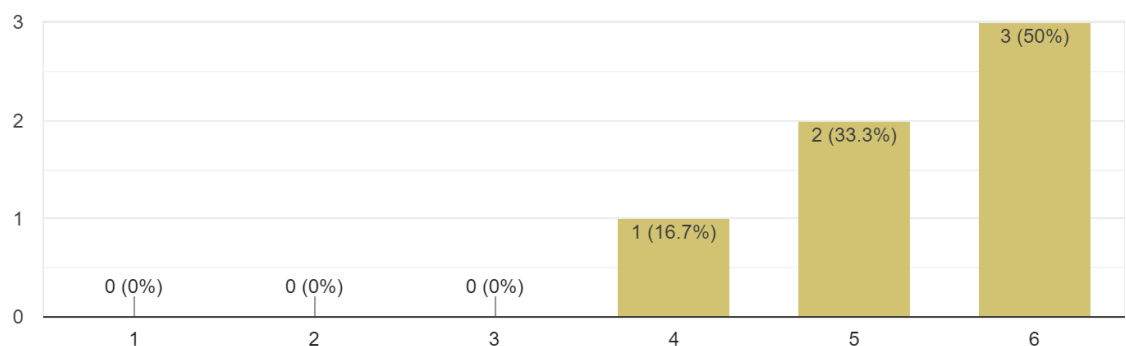
Graphical Analysis

The graphs provided in this report illustrate the distribution of participant satisfaction and the levels of new knowledge gained regarding gender equality and social inclusion through sports.

This graph represents the distribution of satisfaction levels among participants, showing a high level of contentment with the training delivery and outcomes.

How satisfied were you with this training?

6 responses

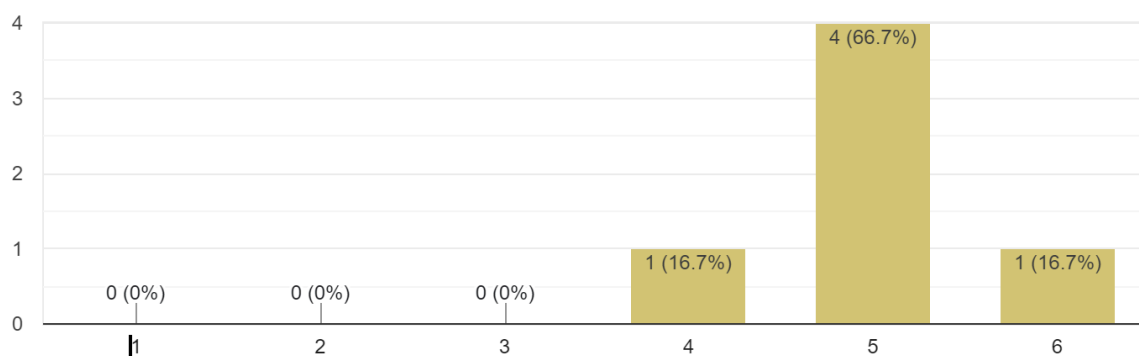


Graph 1: Participant Satisfaction Level

This graph indicates significant improvements in participants' understanding of the roles of gender equality and social inclusion in sports.

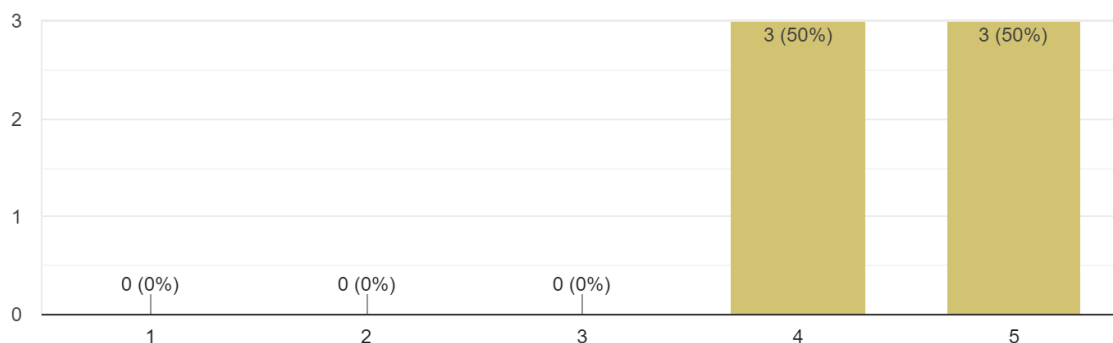
What you consider now being your level of knowledge and awareness regarding the correlation between sports and social inclusion?

6 responses



How much do you consider beneficial the application of the knowledge and practices observed during training in gender equality in the organization/club you work/volunteer/intern?

6 responses



Graph 2 and 3: Knowledge Gained on Gender Equality and Social Inclusion

CONCLUSIONS AFTER TRAINING

The training on using sports as a tool for gender equality and social inclusion has proven to be highly effective and insightful. The enthusiastic participation and positive feedback from the



attendees underscore the relevance and urgency of integrating these themes into sports and broader societal structures. Moving forward, it is crucial to take these insights and recommendations into practice to foster a more inclusive and equitable society.

Recommendations

Based on the training outcomes and participant feedback, the following recommendations are proposed:

- **Integration into Educational Curricula**

Incorporate gender equality and social inclusion topics actively into sports education curricula to instill these values from an early age.

- **Support for Inclusive Sports Programs**

Increase funding and support for sports programs that promote inclusivity, ensuring access to sports for all demographics.

- **Anti-Discrimination Policies**

Develop and implement comprehensive anti-discrimination policies within sports organizations to protect and promote equal opportunities.

- **Collaboration with NGOs**

Enhance collaborations with NGOs and civil society to amplify the impact of sports in promoting gender equality and social inclusion.



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