

The ideas and best practices of using sports as a tool of education – the recommended service package for youth with immigrant background in sports

Youth with immigrant background in Sport
2018 – 3733/001-001

Erasmus +, Collaborative Partnership in the field of Sport



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TABLE OF CONTENTS

1. Work package 4: Utilization of Sport in Education and Training	4
1.1. Introduction.....	4
2. Sporting groups for YIB.....	5
2.1. Bulgaria	5
2.2. Finland.....	6
2.2.1. Fencing event at Business College Helsinki	7
2.2.2. Nature sports at Sports Cafe	8
2.3. Italy	8
2.4. Spain	10
2.5. Sweden	11
3. Dissemination of Finnish Schools on the Move	12
3.1. Bulgaria	12
3.2. Italy	12
3.3. Sweden	12
3.4 Spain.....	13
4. Dual Career -workshop	13
4.1. Finland.....	13
4.2. Spain	15
5. Peer instructor training	17
5.1. Bulgaria	18
5.2. Finland.....	18
5.3. Italy	19
5.4. Spain	21
6. Intercultural competence training –seminar: Dynamic partnership, sports and energy	22

2



7. Conclusions and Best Practices.....25

8. Recommended Service Package.....31



1. Work package 4: Utilization of Sport in Education and Training

1.1. Introduction

Utilization of sport in education and training is a holistic and multidimensional issue. Through sport activities it's easy to start communication with young people who have a multicultural background and give advice to start studying for a profession. In the first hand there is a tough link into the study guidance and motivation of the Young Immigrant background (YIB) people at the same time while they are participating sport activities.

As stated in the 2008 EU Physical Activity Guidelines *"The relation between the education sector and physical activity has three different aspects: physical education at school, physical activity in local communities (e.g. sport clubs) and education and training for physical educators, coaches and health professionals."*

In this project there has been piloted several actions to create and facilitate the inclusion of the YIBs in a mature way to society. The core idea is by enabling sports activities and active lifestyle in educational institutions throughout the day, to bring active lifestyle into school environment. The first aim of the WP4 is to disseminate the good practices learned in the successful Finnish program, "Liikkuva koulu – Finnish Schools on the Move" to the project's partner countries. In Schools on the Move -concept instead of remaining sedentary during class and/or recess, we enable sports activities in educational institutions throughout the day. In addition, there are several new innovative ideas to be promoted in this WP. Actions were organized in tight cooperation with local schools and educational institutions as well as together with local sports clubs and multicultural associations.



The actions implemented were following:

- Sporting groups for YIB (sporting event), Building up a sporting group in which YIB can learn national language, working skills and attitudes through sports. Sports is an international language and a safe environment to practice and use the local language. As a part of the group teaches the crucial skills and attitudes needed in local schools and educational institutes
- Moving schools -concept as a tool -> *dissemination of moving schools to partner countries, vocational colleges, and high schools*
- Dual Career -workshop -> *local workshops in three partner countries in the topic of combing education and sports, using Networking Sports Café (WP3)*
- Peer instructor -training, training of YIB's to become peer instructors in the sporting groups. Course is provided locally in all partners countries ->*Activities in training the most active YIB's on path towards becoming a coach*
- Intercultural competence training -seminar for coaches and physical education teachers -> *online seminar held in Helsinki, streaming is provided to partner countries*

The Service package consists of the actions implemented. The target was to increase the rate of participation of YIB's to education and training with the help of these actions.

2. Sporting groups for YIB

2.1. Bulgaria



In the sporting group for YIB we had 10 youngsters /age between 16 – 33/. There were YIB 1st and 2nd generation from Belarus, Greece, Romania, Syria, Poland, Algeria. In the sporting group there were Bulgarians as well. The three activities we offered to the group happened in 2020.

On 12.09.2020 / “World First Aid Day”/ the group members attended the event organized by the Bulgarian Red Cross in the South Park in Sofia, with the aim to stress on the need, necessity and importance of providing first aid in critical situations, to express the gratitude and respect for what the volunteers do.

The YIB within the sporting group had the possibility to visit physical training class at 104 "Zahari Stoyanov" Primary school in Sofia and sport out of schools' lessons on 12.10.2020. They got direct impressions on how it is organized by us and had the possibility to communicate with some teachers/trainers and children. The BG members of the group shared their own experience on how they had their sport out of school lessons.

The last activity organized for the YIB in the sporting group was maybe the most attractive and joyful. This was a one-day visit to the surroundings of Sofia on 10.10.2020. The group walked to Vitosha Mountain and on the way back visited the Gragalevski monastery at the foot of the mountain. The day was sunny and warm for late autumn, the youngsters knew for the first time the BG mountains, nature outside the city, were acquainted with Bulgarian traditions and religion.

2.2. Finland

In Finland there was organized several sporting groups events. The following two events are described in more detail: Fencing event and the Nature sports. List of the events/activities organized is following:

- **Fencing event:** getting to know the sport at the school guided by top athletes.



- **Nature exercise:** Guided walking tours in a Finnish forest led by students with a teacher guided exercise guidance.
- **Basketball event:** In the gym of the school, the basics of basketball for students with an immigrant background.
- **Badminton event:** The basics of badminton in teaching at the Sports Mill.
- **Chess event:** A playful chess-competition where many students succeeded and created networks.

The videos made by the students about the fencing event and the dressing video were made with top athletes acting as models. Students who participated in dual career training encouraged immigrant students to exercise and instructed them to participate in exercise.

2.2.1. Fencing event at Business College Helsinki

The fencing event was organized in autumn 2019 together with Helsinki Business College, with Helsinki Swordsmen and with Urhea students / top athletes at Helsinki Business College.

The event was unique, as the best fencing athletes in Finland presented a demo of fencing itself as a sport and the judging of the sport was also presented. At the same time, a new application for fencing scoring was launched at the same time with business and it- students with an immigrant background. The app was created by talented IT students by themselves.

The event had a large audience of all cultural backgrounds of Helsinki Business College's students, teachers and other stakeholder representatives from business world. In the event all got to see the fencing as a species, and to inquire about new courses of the species.



Cooperation with the above - mentioned stakeholders The Sports Association, the educational institution, students, teachers, and representatives of the company went great. This type of activity was precisely the pearl of the core idea of YIB in Sport's activities.

2.2.2. Nature sports at Sports Cafe

In the YIB in Sport project, a nature exercise opportunity was organized in Sport Cafe in Uutela, Vuosaari in Helsinki, for all immigrants, getting to know Finnish nature and its opportunities to move around. Students were instructed to first nature trail tour route in Vuosaari. After this the phones were loaded by route application “sports track” where you can afterwards see your path you took.

The event was conducted under the guidance of a P.E.-teacher by walking, running, or cycling in nature.

The purpose of participation was to find the joy of exercise through low-threshold participation, and the goal was well achieved under the guidance of the teacher.

The event Sport café was a great success, and the students had the opportunity to continue to move around in nature by means of route guidance.

2.3. Italy

On 21st and 23rd of June 2021, CESIE run sport group activities. Such event activity was organized together with the five youngsters trained within the “Peer instructor -training” (ME n° 9).

The purpose of these activities was to involve young people (+ 20 participants) with different social and cultural backgrounds by carrying out new recreational and sporting activities for young people.



These activities included:

- **Ice-breaking and get to know each other activities:** through small games, youngsters were able to introduce themselves and get to know each other; this activity helped to build the group, ready to interact in a faster and more fluid way. In fact, this activity was fundamental for three reasons: 1) some participants with a migrant background did not have a good knowledge of the Italian language 2) some others were quite shy 3) many participants are used to play only football and in a competitive manner.
- **Reflection activities on the concept of sport:** divided into groups, the participants had the opportunity to discuss the meaning of sport. This activity was very important because it allowed many young people to discover the point of view of other people and the multiple roles and meanings that sport activity can have.
- **Playful games:** through various games, the participants were able to deepen the concepts of teamwork, trust and respect for the rules. After each game, CESIE and the young facilitators organized a debriefing with the aim of making participants understand the educational role that each recreational-sporting activity can have.
- **Blind Football:** as football is a very popular in Italy and among young people, some small football matches were organized in which one or more participants were blindfolded. The purpose of this activity was to discover football as a sport of inclusion also for those who have physical difficulties and not only as a tool for cultural inclusion.
- **Street cricket:** since one of the facilitators was from Bangladesh, this sporting activity, very popular among the Bengali community (quite big in Palermo) but completely unknown among the local



population and other migrant communities, was taught and practiced. This activity had the purpose of promoting sport as an instrument of interculturality.

- **Final evaluation activity and issue of participation certificate**

The two days had a strong impact especially on a qualitative level, representing for many young people a novelty in the local sports scene, offering the possibility of discovering new meanings and roles of sport, leaving the usual paradigm of sport, competition and business linked to the football sector, which is predominant in Italian society.

2.4. Spain

The YIBinS project is articulated through the figure of the youth with an immigrant background (YIB) who voluntarily and after a selection process carried out in the Faculty of Sport (UCAM), are chosen to develop a real leadership experience, which is provided to them through immersion in the program. Building up a sporting group in which YIB can learn national language, working skills and attitudes through sports. Sports is an international language and a safe environment to practice and use the local language. As a part of the group teaches the crucial skills and attitudes needed in local schools and educational institutes.

At the base of the program were the supervised sessions and the support of some stakeholders, which aim to create the ideal conditions to encourage the proper progression of YIBs. In this line, the sporting group for YIB built up a sporting group in which YIB could learn national language, working skills and attitudes through sports. Another aspect of great importance to consider was the need for participants to feel part of the YIBinS program, carrying out tasks similar to those performed by qualified professionals, in order to improve their experience and effectively develop skills.



Therefore, the main objective was that students were able to propose solutions to the problems posed, but also that they were able to design and run alternative solution plans. This required a model of training and employment skills development, such as that implemented through the YIBInS project.

The ideal format to develop this training was the “workshop”. They could be held both in person and online. The workshops should be conceived as a “shared learning space”. To this end, an atmosphere must be created that favors the exchange of knowledge and the transmission of ideas. It must be presented as a safe and friendly environment for the participants.

2.5. Sweden

The basket event was carried out May 6th 2021. Approximately 40 YIB-students in the age between 16-19 year participated in the event. Furthermore, with the project team as well as the audience we were just below 50 persons (which was the number of people accepted due to the hard restrictions in Sweden due to Covid-19). The purpose of the event was to involve young YIB-students, both boys and girls, with an immigrant background, different cultural backgrounds to engage and have fun and cooperate, building teams with other students. The grouping of the teams was arranged by us.

The basket event had four distinctive phases. 1) we started by creating interest for the event. This phase was carried out before the event, 2) training of YIB-teams before the basket event, 3) the basket event May 6th 2021, and finally 4) evaluation of the event.

Before the event we arranged a training session with the YIB-students. Basket students acted as coaches to the immigrant students during the training. The effects of the Basket event were positive. It was filled with joy; laughter and it created a lot of team spirit. The overall coach for the event was a person from Alvik Basket, a well-known basket club in Sweden.



3. Dissemination of Finnish Schools on the Move

Dissemination was aimed to focus the other partner countries schools, VET providers and higher education. Helsinki Business College provided all partners with the online material of Finish Schools on the Move-concept.

3.1. Bulgaria

Because of the complicated situation with the Covid-19/the pandemic we had very big difficulties with the direct communication with representatives of BG primary and secondary schools.

Trying to do our best we found out the e-mail addresses of over 104 BG educational bodies and sent them on 14.10.2020 via e-mail brief information in Bulgarian on the Finnish experience and added all offered materials and videos by the Finnish partners.

3.2. Italy

During the winter and spring 2021, CESIE promoted such good practice to elementary and high schools in Palermo. Indeed, CESIE has a long and strong collaboration with several schools in Palermo, thanks to CESIE's School Unit.

Because of COVID situation, such dissemination activities took place by telephone and online meetings, since it wasn't possible to get in the schools. The schools contacted reacted quite well in such initiatives, even if they stressed on the difficulty to implement similar initiatives because of different environment and rules of the Italian educational system.

3.3. Sweden



During the sport café and basketball activities there was a short introduction to other stakeholders the Finnish School on the move concept. Sport café and basketball activities were examples of Schools on the Move –concept.

3.4 Spain

UCAM has contributed to the development of sports activities and active lifestyle in educational institutions through the University and some schools. This action has been possible with the organization in tight cooperation with local schools and educational institutions as well as together with local sports clubs and multicultural associations. This task has been possible with students from a four-year Bachelor's in Physical Activity and Sport Sciences at a Spanish University because the students have their education training and bring an active lifestyle into the school environment. Moreover, the dissemination of the Moving school's concept has been made through all activities, workshops and tasks belonging to the project. This has been the main strategy to move active lifestyle into schools as a tool for the dissemination

4. Dual Career -workshop

There were three local Dual Career -workshops in three partner countries, Finland, Spain and Sweden. Helsinki Business College created the learning materials for these workshops. Networking Sports Café was utilized in launching the implementations. Course material is available at the project's website. Material was modified in each partner country according to the local needs.

4.1. Finland

Dual Career -workshops were organized by the Helsinki Business College in Karl Fazer Company's meetings rooms and in Kuusijärvi Outdoors



SportsCenter (the 8th of Sep. 2020, the 10th of Nov., 2020, the 8th of Dec. 2020: Planning meeting of Dual Career Workshop, The 20th of Jan., 2021)

Finnish sports policy includes a strong effort to enable athletes to combine goal-oriented sports with study or other careers in their daily lives. This way of thinking is called the dual career approach. The Finnish dual career begins at the upper secondary level and always continues into a career transition after the end of a sports career. Some athletes with an immigrant background achieve the best possible sports result by focusing only on sports. For some athletes, combining sports and study or sports and other work supports the best outcome. During a sports career, the athlete implements different dual career models according to the requirements of the sport and the life situation. For athletes with an immigrant background who practice sport as their first profession, it is important to be attached to the network of sports academies and training centers during their careers. Sports academies, coaching centers and sports clubs dual career experts support athletes alongside an active career and in the transition to the next career.

Helsinki Business College implemented dual career workshops in cooperation with Karl Fazer Company and other stakeholders in Fazer's Visiting Centre and in the Kuusijärvi outdoor area. The workshops were held three times and each workshop lasted one day. The project actors also held a planning meeting at Karl Fazer's Visiting Centre the 8th of December, 2020. Active cooperation was established with both the Helsinki Metropolitan Area Urhea-organization and sports clubs. Companies and educational institutions were also interested in Dual Career workshops. Karl Fazer company's representative told young immigrants about their chances to get their possible future jobs as athletes in Fazer as well.

The workshop was built based on Business Model Canvas, which was used as a tool to create dual careers plans for the participants. The workshops were attended by 50 young students and five dual career coaches from different cultural backgrounds and students built their dual careers into



business model canvas and athlete canvas. There was created for the workshop. Students created their own athlete-entrepreneur canvases. Students learned to build plans for their dual careers using canvas and networked with each other during the day. This dual career workshop remained a permanent practice at Helsinki Business College. In the future, the workshop will be held twice a year as a dual career workshop for young people with an immigrant background. Dual-career workshops were marketed through Helsinki Business College's social media and IT platforms in Wilma-online channel and Its Learning -learning environment. The training material was also uploaded as teaching material for all students in the learning environment. These workshops taught that young people with an immigrant background need support in finding stakeholder networks. They also need entrepreneurship training for the future at the end of a sports career. Young people can also make use of their social capital through cultural competence as well as their language skills in different communities.

The created Dual Career learning material was distributed to other project partners to be utilized in their Dual Career workshops. Other partners can modify the material respectively for responding to the local needs.

4.2. Spain

This workshop about Dual Career compiles the experiences of two researchers on the subject:

- Dr Antonio Sánchez Pato (Dean of the Faculty of Sport and Principal Investigator of this research project)
- Dr Juan Alfonso Garcia Roca

In the first part, they discussed the dual career issue and its importance for the European Union. They shared the idea of the athlete-student as a “*centaur*”, who must harmonize two high-level activities, one sport (as high-



level athletes) and another academic (such as university students). To do this, they must have the best conditions to respond to their personal right to be prepared for their future, once they finish their sports career. Following this line, in the second part, they presented the UCAM Sports Tutorship Model, a pioneering model in Europe to offer a dual career to those high-level athletes who study a university career. In the third part, they showed the “Estport” Model 2.0 version, which arises from the enrichment of the initial model of sports tutoring, with which we have been working at UCAM for more than a decade, after the experiences resulting from its implementation in partner universities as a result of project funding by the European Union. Finally, they presented the findings of parallel research conducted with athletes-students from the five partner universities. For example, the shared one handbook as a guide to good practices and as a reference for those universities was created as the final product of the project ESTPORT (Sánchez-Pato, Isidori, Calderón, & Brunton, 2017). According to Sánchez-Pato et al. (2017) some of the main findings on the dual career topic were:

The athlete-students state the need:

- To manage the methodologies and tools to the requirements of each sport and grade.
- Teachers to know the environment of the sports and athletes.
- Flexible tools that allow easy interaction with teachers.
- To work to improve the athlete’s organization and planning capacities to help their sport and academic performance.

The governments should:

- Make aware of the importance of forming a dual career process from the beginning.
- Make university level regulations about the dual career student-athlete clear and explicit.



The regulation about dual career athlete-student at university level should:

- Recognize athlete experiences
- Make a personal sports tutorship program
- Coordinate the governance at administrative, sports and educational (university) level.
- Identify funds to support the study of athlete-students.
- To provide access to social security (as amateur athletes).
- To create programs adapted to athletes-students.
- To create a body to certify the right of a dual career.
- To create a certification (awards) as Sports University.
- To accredit the universities focused on athletes-student dual career.
- To provide legal profit to universities that support student-athlete's dual career.
- To determine the student-athlete's aim to be funded by the dual career sport program at university level.
- News technologies are a key tool in achieving success in a dual career. They have no limits, only those determined by the user.
- An online platform is necessary that allows access to: athlete's, teacher, coach and sports tutor.

5. Peer instructor training

Peer Instructor -training of YIB's was aimed to facilitate YIB's to become peer instructors in the sporting groups. In the end the most active YIB's were trained towards becoming a coach. Course was provided locally four partner countries. Course material is available at the project's website. Material was modified in each partner country according to the local needs.



5.1. Bulgaria

Dia-sport Association– conducted the Peer instructor training within the second half of July 2020 in Sofia. In it took part 3 youths with immigrant background - from Syria / 21 years, 1st gen./, Algeria /23 years, 2nd gen./and Russia /27 years, 2nd gen./, We organized the training within 6 days, and we conducted 5 different sessions on the five main topics in the training, namely: Personal and social skills, Coaching skills, Communication skills, Concentration skills and creating and managing a sport coaching session. The course was compliant with the conditions in Bulgaria and parallel with this following the main training’s material developed by the responsible for the work package Finnish partner – Helsinki Business College.

We resumed the Multicultural Peer Coaching training course’s results in two main groups: 1. Obstacles, challenges, difficulties and more and 2. Positive outcomes and best practices.

Nowadays, it is important for refugees and migrants, and overall people with migrant backgrounds, to feel good in their skin, experience support and help in the face of every person they meet on their way to future success.

5.2. Finland

Peer Instructor Training, Helsinki Business College, Finland, the 18th of November, 2020.

Peer Instructor training was organized once in the special classroom of Business College Helsinki. The participants were students of Helsinki Business College from different cultural backgrounds. Collaboration in this workshop was carried out with various sports clubs and companies. The training material prepared for this workshop was presented to stakeholders during students on the job learning period.



The means of activating the students were the discussions in small groups and the whole teaching group, the questions asked by the teacher, as well as the opinions asked from the students and the questions and ambiguities that arose in the proactive tasks together with the whole teaching group. Often, teacher-activating questions were addressed directly to a student instead of being asked in general to the entire student-team. While this seemed to be new to the students at first, as the course progressed, they got used to this style of coaching. If the teacher found that the student was unable or unwilling to answer the question posed to her or to him, the question was transferred to an adjacent student or small group reflection. However, it is important to give students time to think about the issue and its possible solution. At the end of the joint meeting, the teacher gave time to formulate a common question to start the next theme. In that case, everyone had time to get to know and find out what was going on and to form their own opinion on the matter. It was noteworthy that the teacher had to be approachable in joint meetings, in which case the students dared to ask and comment. It was noticed that the teacher had to dare to throw herself into “taking the stream” and allow the conversation to go in an unpredictable direction. An interaction arose if both the student and the teacher were genuinely interested in each other’s thoughts and opinions. A safe environment made it possible to focus activities on learning new things and participating in interactions. In the future, Helsinki Business College will organize one workshop every semester, and the prepared educational material will be updated annually for young people with an immigrant background on Its Learning online platform. The created Peer Instructor Training material was distributed to other project partners to be utilized in their Peer coaching workshops. Other partners can modify the material respectively for responding to the local needs.

5.3. Italy



On 15, 17 and 18 June 2021, CESIE organized a training on how to become sports educators and trainers.

The training was addressed to 5 young people with a migrant background who have been living in Palermo for a few years. The training lasted three days and was organized together with F.C.D Virtus Olimpia, a football school for children and teenagers in Palermo.

The training included the following training modules:

- Sport, formal and non-formal education
- Role of sport as a tool for social inclusion
- Role of a sports instructor: educator, trainer, coach, facilitator, tutor
- Professional and transversal skills of the instructor
- How to organize and carry out a group sports activity: theoretical part
- How to organize and carry out a group sporting activity: practical part

The final goal of the training was to give theoretical and practical skills so that at the end of the training, they were able to organize sports activities for other youth. In fact, after the three days of training, these guys organized with the support of CESIE two events of the project: Sports groups for YIB and basketball tournament.

At the end of each module there was an evaluation and finally at the end of the course a final evaluation.

The evaluation of the course was very positive thanks to two main factors:

- The presence of trainers from two different sectors: CESIE specialized in non-formal education and F.C.D. Virtus Olimpia specialized in the sports sector.



This made it possible to balance the program of activities by providing training modules connected to both sectors, education and sport.

- The small number of participants. This made it possible to carry out an almost tailor-made training for the participants.

5.4. Spain

On this occasion, four students, belonging to the Degree in Physical Activity and Sport Science, had the opportunity to use their competencies and values, obtained to promote social inclusion links in the university community and have a differential training. Thanks to the project, the students completed a two-week learning period at the UCAM Sport Center. In it, they had the support and necessary supervision, by the researchers and the figure of the sports mentor, to be able to carry out the different selected tasks, in order to obtain skills in the area of social integration in sports practices.

Link (English language):

<https://sport4youth.eu/news/increase-employability-in-sports-science-through-inclusion-ucam/>

Link (Spanish language):

<http://investigacion.ucam.edu/noticias/aumenta-la-empleabilidad-en-las-ciencias-del-deporte-mediante-la-inclusion>

In the framework of the project 'Youth with immigrant background in Sport' was implemented the activity 'UCAM Peer instructor training' a training of YIB's to become peer instructors in the sporting groups. This action was conducted in November 2020. This educational activity was organized by the Faculty of Sport and the UCAM Sports Center (<http://www.sportscenter.ucam.edu/>). Coordination tasks have been specially directed by the members of the YIBinS project: Lourdes Meroño (YIBinS research), Luis Manuel Martínez Aranda (YIBinS research),



Antonio Sánchez Pato (IP YIBinS research), and Alejandro Leiva (YIBinS research). The main protagonists have been the four participants selected to contribute to the development of the project: Daniela Renée Melgar (student), Abraham Aguirre (student), Elliott George Rewi (student), and May Charlotte Irwin (student).

A specific training course was given to train participants in the specific competencies necessary for the development of 'UCAM Sport recruitment event'. This training course was based on contents: analysis of the current situation, key competences, purposes and action plan about marketing strategies, among others.

6. Intercultural competence training –seminar: Dynamic partnership, sports and energy

Intercultural competence training seminar for coaches and physical education teachers and stakeholders was postponed many times due to COVID-2019. We wanted to organize seminar/webinar to invite also our stakeholders in the co-operation, and the best way would be face-to-face and with sport activities and lectures. At the end the seminar was turning to Dynamic Partnership in Sports -webinars, which held in 26.05.2020 and 27.10.2020. Both webinars were organized by Helsinki Business College via teams to participants in partner countries. You can find the videos from the webinars in Business College Chanel (Creative Projects) in YouTube (<https://www.youtube.com/playlist?list=PL07TedQBKTUkpTaFOBjixRP2yFLXXnFuX>).

The EU started as a peace process and continued as a builder of better living standards. Now is the time for a people's Europe that guarantees everyone the realization of human rights, equality, non-discrimination and also the right to good services, says Sirpa Pietikäinen MEP.



Picture 1. Sirpa Pietikäinen.

Sirpa told about her thoughts on people's Europe, equality and non-discrimination in our free Dynamic partnership in Sports webinar on October 27, 2020 from 4 p.m. At the same time, the positive potential of sport and study in promoting the integration and good life of young people with an immigrant background was highlighted. The aspect of cooperation was also considered, ie. what is systematic and dynamic cooperation at European and national level and how can it be further developed?

Our webinar also highlighted ideas and solutions on how each of us could increase a more diverse understanding and competence in cultural competence. Head coach Pierre Jallow from Helsinki YMCA talked about intercultural understanding and interaction and related training.

We were looking for an answer to the question: How can we get different organizations in Finland to co-operate in the field of education and sports and provide better services to young people with an immigrant background?



What are the obstacles to cooperation? What kind of research, forums and common thinking are needed? Researcher Hanna-Mari Peotta from LIKES talks about social and systemic integration.

About 30% of Business College Helsinki's students are international young people and we consider it important to take care of the overall well-being of our students and to promote cooperation on socially important issues.

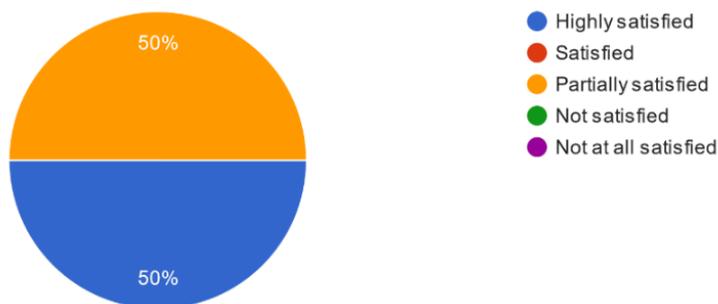
The free webinar was part of the Erasmus + funded YIBinSport project and is organized in cooperation with the following parties: HNMKY, LIKES, the City of Vantaa Sports Department and Helsinki Business College Oy.

26.5.2020 Dynamic Partnership in Sports Pre-webinar

- 60 participants from Europe
- Feedback: 50 % highly satisfied, 50 % partly satisfied
- video clip was made to wrap-up the webinar (YouTube)

WP 4 - Webseminar "Dynamic Partnership in Sports 2020" (26/05/2020) - How much are you satisfied?

6 risposte



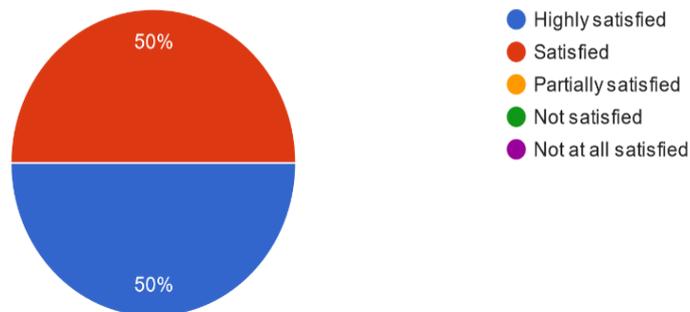
27.10.2020 Dynamic Partnership in Sports webinar



- 80 participants from Europe
- Feedback: 100 % highly satisfied or satisfied
- video was made from the seminar (YouTube)

WP 4 - Webseminar "Dynamic Partnership in Sports 2020" (27/10/2020) - How much are you satisfied?

6 risposte



The feedback from the participants was really positive, and more specific information about the feedback in "Evaluation report" page 82.

7. Conclusions and Best Practices

Best practices from the WP4; using sports as a tool of education, are described through five dimensions: removing obstacles, cooperation and networks, recognition of the target group, marketing and communication and other notes. All activities which have been implemented have been the source of these findings of best practice.

Removing obstacles



- Increase quality and quantity of public sport facilities. In some partner countries most of sport facilities are private, so you need to rent for doing sport activities. Since YIBs are normally with economic problems, it is very important that Municipality increases the number of sport facilities. Moreover, existing public sport facilities are not very attractive since they might be in a bad condition.
- The existing problem with the language barrier is one of the most important topics. During the course training there have been numerous talks on how to improve language skills and feel comfortable in speaking freely. Tackling the language problem through low threshold sport activities is an excellent tool.
- It was pretty hard for the trainees to pronounce several words and keep track of switching from English to national language. But overall, the atmosphere was really good in actions and participants started helping each other out when needed. A lot of new words were taken into action in conversations and were implemented along the way.
- Sometimes during the sessions, when speaking about past sport experience, people were reacting with bewilderment. This is because, in their past, some of them did not have basic knowledge on the topic or did not have certain equipment for the sport they were practicing.
- Overcoming cultural obstacles is difficult. Culture plays a main role in people's beliefs, life choices, decision making, problem-solving and basically everyday life. Overcoming this cultural obstacle for some participants is really hard, as they are used to different lifestyles but it's worth of it.
- Previous trauma, trust issues and past experience -main challenge here is, when tutoring a person, you have to be very careful not to interfere with their personal space because you know nothing about their past. You cannot make any assumptions or expect any kind of



attitude since every person is different and has been through different aspects in life.

- The lack of methodology and technical knowledge of the trainees, as well as the fact that information was given in a shallow and erroneous way in the past, leads to making mistakes when trying to explain freely what a person thinks and inability to interpret many situations. Moreover, this expands for example peer's discomfort and brings more anxiety in presence. The difference in each sport can bring up more difficulties in acquiring knowledge.
- Not only technical terms, but also dress code was a thing that brought a bit of puzzled looks. Every culture is different, so there are distinct clothes, manners, etc. It is really important in every sport practice, to respect various cultures that may need typical clothing.
- In general, what has been discussed more during the actions is the overall knowledge in sports and the accessibility of the sport. The truth is that every person knows how to play football, though in some countries it is forbidden for women to play sports at all. It is really important for women in different cultures to be integrated into sports. Many peers gave their opinions and explained how the situation is back in their home country.
- Along with cultural differences in clothing and gender inequality, it was encountered that basic health knowledge and body cognition may be one of those taboo topics for some countries. This may lead to health risks and complications after a sports trauma and physical trauma in general.



Cooperation and networks

- Strengthen among educational and sport stakeholders the meaning of education through sport and the importance of non-formal education.
- Remove bureaucracy and create service platforms among public institutions such as schools, municipalities etc. in order to easily interact with other stakeholders.
- It is necessary that maintaining and widening the collaboration networks for better services are natural part of the institutions (education provider, municipality etc.) processes and not only occasional actions.
- It is necessary that the stakeholders are able to manage new tools for distance learning and based on those such as Web 2.0, to get in line and, finally, to face the challenge of social networks as learning environments.
- It is necessary to put the responsibility on the youth with an immigrant background (YIB) to be responsible for themselves and their progress.
- The youth with an immigrant background (YIB) has to be helped and advised to develop as a professional and human being and to join the life-long learning system which society provides for its members.
- Networking is a key for creating an excellent working culture and optimizing resources to different kind of sport related actions. It is nice seeing people getting to know each other, feeling comfortable in speaking freely and helping each other out, building up trust and many more pleasant events.



- Taking along the students makes the sport related actions attractive and gives the feeling of significance to these students. Feedback from the groups were excellent. Peers had a positive attitude towards the seminars and were happy to be there. Peers were trying to put themselves in the other person's place so they can try to understand their differences better. The whole group was pleased with making new acquaintances and future friends. They were interested to get to know the instructors as well as the children in the sports hall when they were on the training sessions. Giving responsibility to the students is important. Some of them explained how they have fear in speaking to larger groups or even to a few people. Finally, those peers overcame their fear and started feeling more comfortable in their shoes.
- More technical terms were included in student's everyday life. Peers were joyful to expand their knowledge in this way and were feeling more confident in using new words, phrases and interacting with each other. During the workshops, the groups were really interested in first aid and health and safety topics. This is important and useful knowledge, and they were happy to learn new things.
- Some of the peers explained how sport is the only thing that they like doing and how it has helped them through tough situations. All peers agreed on continuing with the connections they made and getting to know each other further.
- The best part of the seminars where when participants were brainstorming on a task and how they started to work together. They even shared information on childhood games they used to play and invented a new game that they called "Scramble" because it was a mix of many games from different cultures.
- Future friendships (networking) raised through sport related actions by all participants in the actions.



Recognition of the target group

- Give more responsibility to youth with immigrants to let them understand their rights, strengthening their self-confidence and open the “big picture” about their chances to participate, influence and be innovating and initiative.
- Target students through appropriate marketing tools, particularly when encouraging female student participation and those who do not currently play sport regularly at the educational institution either university or VET provider.
- Collaborate with other stakeholders for creating the sport related services attractive by jointly organized actions. This will increase the potential participants in these actions.
- Marketing and communication
- Promote as much as possible the value of sport in terms of education and social inclusion.
- Describe holistically all the sport related services/actions within the educational institution and create the process and marketing plan for the sport related services.
- Utilize tutors in marketing operations. They speak the same “language” with the target group. The figure "Tutor" represents and forms the pillars of the tutorship/mentorship system in the context of the dual career of athletes, and the youth with an immigrant background (YIB).



8. Recommended Service Package

The piloted service package can be recommended as a whole to any educational institution or municipality to be taken into use. It gives an excellent starting point for developing and implementing sport related activities in social inclusion of people with young immigrant background at the local level.

All piloted sport related services/actions in the WP4 can be part of the educational institutions and municipalities service package. These services/actions form a unified and interrelated service package with the piloted actions in WP3 and WP5.



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