FAIR PLAY AND HAPPINESS THROUGH SPORTS

A2 - Desk and Field research

Part 1: Desk Research Report
Needs for Education on Fair Play and Olympic Ideals

Edited by

March 2017

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EXECUTIVE SUMMARY

The report “Needs for Education on Fair Play and Olympic Ideals” has been made within the framework of the project “Fair Play and Happiness through Sports”, as a deliverable of the Activity 2 – Desk and Field Research.

This report draws the key findings of the planned desk research, gathering information from different available sources to accomplish the defined tasks, and highlights major conclusions in order to describe the situation of sport sector of all countries involved in the project, the importance to instil and teach children all the universal values that are concentrated in the Olympic ideals and the educational and social needs per partners’ country according to fair play and Olympic values.

The introductory part of the report presents the general context of the project and its goals, pointing out the need of the creation of a framework that will anticipate necessary awareness and result in better qualified sport’s teachers and coaches.

The purpose of the second Chapter is to provide an insight into the different national contexts and the specific characteristics of the sport system of all countries involved in the project.

Chapter 3 aims to perform an analysis in order to extract meaningful insights, which can be used to better understand and record the educational and training needs of the PE teachers and coaches regarding fundamental Olympic values issues.

The information about this topic, included in Chapter 4 of the Report, was achieved through the desk research that includes literature review and analysis of the relevant National or European reports, policies and studies in order to better understand the need and the positive outcomes that may arise from the use of sports as a mechanism to promote ideals that are broadly depicted and summarized by the term “Olympic ideals”, such as camaraderie, solidarity, diversity, and so on.

The literature review in Chapter 5 on the educational and social needs per partners’ country regarding the Olympic values, aims to provide proposals for the development of appropriate educational material for the sport teachers and coaches that will be trained through this project in order to help them teach the children about the principles of the FAIRHAP Project.

In Chapter 6, the report presents different types of Good Practices and innovative approaches applied or tested worldwide that will assist PE teachers and coaches to promote effectively the universal human values of fair play and Olympism in Sports.

The Discussion Chapter presents a synthetic analysis of the information provided by the partner’s countries. It captures the main points and acknowledges directions for further research and actions.
### Partnership

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<td>P1</td>
<td>Creative Thinking Development (CRE.THI.DEV.)</td>
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<tr>
<td>P2</td>
<td>Alexandru Ioan Cuza University of Iași (UAIC)</td>
</tr>
<tr>
<td>P3</td>
<td>NGO - Inter Sport Group (ISG)</td>
</tr>
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<td>P4</td>
<td>Jelgavas Novada Pasvaldiba (JELGAVA)</td>
</tr>
<tr>
<td>P5</td>
<td>Istituto Europeo per lo Sviluppo Socio Economico (ISES)</td>
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1. INTRODUCTION

Sport provides a platform to reach millions of people and is a powerful vehicle to support the physical and mental development of the individual. It is a multidimensional activity that has to do not only with the "body" but also with the "mind".

There is a broad consensus that there is a potential for sport to be a social configuration that enhances social development and personal growth by promoting values such as solidarity, tolerance, respect for others, cooperation, loyalty, values generally associated with fair play and the blanket term Olympic ideals. However, intolerance and exclusion can also be expressed in sport, certainly even more so the bigger the social inequalities and the ethnic, religious, gender, and disability prejudices are in society. Subsequently, this potential can only become real if sports are implemented or taught based on strategies specifically aimed at achieving these goals.

Sport is an educational and training tool, for personal and social development, of extraordinary power. In and through sport is believed that people are capable of building a better society for themselves as well as for future generations. A society that shows no approval to racist attitudes, violence, manipulation of competitions, disregard of fair play or ethical rules.

Moreover, through sport, children get exercise, make friends, have fun, learn to play as a member of a team, learn to play fair and acquire skills and ideals vital for their well-being, self-esteem and confidence. At the heart of these values lie the three fundamental Olympic values: excellence, friendship and respect, respect for the rules, respect for oneself and respect for others.

It is crucial to the successful development of every child to instil and teach them through participation in sports activities, at an age that is most vital to the development of character and personality, all the universal values that are concentrated in the Olympic ideals.

Along with the learning dimension, fun should be also prioritized in sport. Being physically active should be enjoyable and a natural part of any child’s day. Willingness to learn and participate will always increase, if the activity is enjoyable to children.

In order to encourage children and young people to participate in sports, they need to feel physically and socially safe. So, sport providers have a responsibility for protecting children and young people from physical, social and emotional harm.

As we have mentioned, sports contribute to the improvement of health, to psychological balance, cultivation of ethics and social values. These attitudes and behaviors taught to children, will accompany them in the adult phase of their life. It is also crucial the fact that in order to seek the positive effect of exercise on health and psychosocial condition of persons not only in childhood but also in later life,
opportunities should be given to all, regardless of gender, ethnicity, economic and social status.

Sport, when practiced fairly, in a social and cultural context, enriches society, and on an individual level, offers the opportunity for self awareness, expression and fulfilment, personal achievement, social interaction, enjoyment, and good health.

With this report we are hopeful to provide the necessary data that will make evident that there is a need to enhance sports training for children with necessary teaching tools, oriented at instilling them with the universal Olympic values. The promotion of these values and as a sequence the promotion of the rights of all children, is integral to this project.

The project’s context has a multicultural approach. The project’s partners come from countries with different social and political structure and organizational structure in sport system. The contribution from different European countries, that have faced and solved similar issues, will be really important to configure an overall approach that can be shared by all of them. From the other side, a European solution is the better solution in terms of cost-efficacy, and in the guarantee of the durability and application of the project results.

Knowing that in almost all EU countries, the primary objective of physical education course is to enhance motor activity and individual and social development to children, the participating organizations by implementing this program, will contribute positively and will add a new approach to the same common objective with the EU guidelines on sports.

Also, the collaboration among executive coaches and PE teachers in the formation of future workshop courses is vital to the project’s efficacy and success.

Aims of the project

The project mainly is focusing on:

- Improve understanding of Olympic fundamental values and their importance.
- Develop a basic understanding of the concept of these values and the ability to apply and promote this concept in all aspects of children’s lives.
- Identify and record of the training needs of the PE teachers and coaches regarding early recognition of racism, discrimination and violence in sport, despite their different formal educational background and informal knowledge.
- Train P.E. teachers and coaches through seminars approaches to deal with and prevent these phenomena, promoting Olympic fundamental values.
- Provide educational tools for applying and integrating these approaches in everyday school and sports activities.
- Give practical knowledge on how every child must have an equal chance to participate in sports activities.

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• Provide training in handling children’s emotions associated with sport participation.
• Give the opportunity to children through the participation in team sports, to increase their cognitive, emotional and psychomotor activity and promote their self-awareness, sense of interdependence, cooperation and collegiality.
• Change of attitude of sport organizations and institutions not to focus in competition but in sports for all.
• Mobilize people who have direct involvement in sports, education, schools, amateur clubs and mass sport bodies in order to broaden their minds through the gained knowledge.

Main outcomes of the project

The project’s ultimate goal is to identify and develop strategies for communicating the values of true sport to sport teachers, coaches and provide coaching education opportunities to be armed with proper tools for success.

This is going to be achieved through the design, creation and administration of an innovative educational material for the sport educators and coaches that will be trained through this project, in order to help them teach the children 10-12 years old about the principles of the FAIRHAP Project.

These values are very important for the physical and mental health of the children, so, it is crucial not to restrain in only one group but to spread the information and results, to ensure that as many children, trainers, psychologists and other relevant stakeholders are able to benefit from the possibilities offered by the program.

The educational material shall emphasize on teaching methodologies combining humanistic values with technical skills at team sports. Besides the theoretical material, training session plans will also be developed in order to be used by the sports teachers during the training activities of the project.

The material will deal with issues concerning the principles of Olympism and the Olympic ideals, such as the basic human rights, multi-culturalism, anti-racism, xenophobia issues, gender equality, social inequalities and social exclusion, aggression and violence in sport, the acceptance of ethical, social and sporting rules, the emergence of entertainment, fun and joy through the game, as well as the coexistence of ecological conscience and exercise.

The potential beneficiaries of the report are: Physical Education (PE) Teachers, Sports’ teachers, Coaches, Leaders of sport teams, sport clubs for all, public or private non-professionals’ sports clubs, Sport Bodies and Communities, Regional and Local Sports authorities, relevant stakeholders, child psychologists at European, national and regional levels.
1.1 Aims of the Report

This phase supports the exchange of good practices, mutual learning and the development of joint results amongst stakeholders in the partner countries.

In the context of the general project objectives, the present report “Needs for Education on Fair Play and Olympic Ideals” represents one of the outcomes of the Activity 2 that, by its results, will be the basis for reaching the following project specific objectives:

- Detect information about the different approaches in each country regarding sports.
- Identify the attention that each country has given to matters of fair play and Olympic fundamental values.
- Evaluate the importance of enhancing awareness and promotion of fair play and ethic issues through sports to children, which will carry over into other aspects of their lives.
- Identify Challenges in Education and Vocational Training. Emphasize the necessity of continuous education on matters related to children and ethics, as the era, the attitudes, the approaches, the social phenomena and as a consequence the needs constantly change.
- Examine the continuous need of new progressive and innovative ways of providing stimulus to Olympic values issues.
- Identification and recording of the training needs of the PE teachers and coaches regarding fundamental Olympic values issues.
- Form the basis for the development of an innovative educational material and the teaching plans, based on the diagnosed needs of the PE teachers and coaches.

1.2 Methodological aspects

The methodology employed in the report “Needs for Education on Fair Play and Olympic Ideals” was based on qualitative research employing qualitative methods.

The partners have searched for information collecting data using existing resources at organizational, national, European and worldwide levels, such as: Web resources; Articles (or other publications); Textbooks; Documents from the Government and relevant National Authorities, universities and research organizations as well as other sources. All partners will cover their national sources. The International/European sources will be distributed among partners. This research will form the basis for the development of the educational material and the teaching plans (Activity A3) for the sports teachers.

The desk research has focused on a qualitative, as well as quantitative (wherever trustworthy statistical data have been located) analysis and description of the following aspects:

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• analysis of the current situation in the partner countries (or/and in the neighbouring regions) regarding sport system;
• analysis of the current status of awareness raising about sports ethics among sports educators;
• analysis of ethics in sports and social implications - Sports for all as a tool for social change and personal growth;
• analysis of sport participation for children and its effects on social progress and personal growth;
• description of the educational needs of sports’ teachers and coaches regarding the promotion of Olympic ideals;
• synthetic information on Good Practices and innovative approaches.

To elaborate this report and accomplish its aims, the required information and analysis are based on the work of all partners who have followed the methodological guidelines agreed in January 2017 for the desk research, accomplishing the following distributed tasks:

• Overview of the national sports system (partners involved: P1-responsible, P2, P3, P4, P5);
• Overview of the current status of awareness raising about sports ethics among sports educators at national level (partners involved P1-responsible, P2, P3, P4, P5);
• Literature review aiming at ethics in sports and social implications - Sports for all as a tool for social change and personal growth (partners involved P1-responsible, P2, P3);
• Literature review aiming at sport participation for children and its effects on social progress and personal growth (partners involved P1-responsible, P4, P5);
• Literature review aiming at the identification of educational needs of sports’ teachers and coaches regarding the promotion of Olympic ideals at national level (partners involved: P1-responsible, P2, P3, P4, P5);
• Report on Good Practices and innovative approaches (partners involved: P1-responsible, P2, P3, P4, P5).
2. NATIONAL OVERVIEW OF THE STATUS REGARDING SPORTS

This chapter provides an insight into the different national contexts and the specific characteristics of the sport system of all countries involved in the project: Greece, Romania, Bulgaria, Latvia and Italy.

The survey on the situation of sport sector includes identification in detail of the existing situation in terms of the general demographic characteristics of the target areas per country, existing educational programs at National level for the training of educators who teach sports at school and especially those that have to do with contact sports (football, basketball, handball etc).

2.1. GREECE

Sports system

Sport in Greece occupies an important place in the social “affairs” as attested to by its constitutional safeguarding, mentioned in the Constitution of Greece, Article 16, paragraph 9: “Sport is under the protection and the supreme state supervision. The state subsidizes and controls all athletic associations of any kind”.

The Superior authority of the Greek Sports is the General Secretariat of Sports, which organically belongs to the Ministry of Culture. An important part in the organization and development of Greek Sports is held by the national associations, which are responsible for the organization of national and local championships as well as for the national representative teams participating in international championships. In Greece there are subsidized sports federations by the state budget for all Olympic sports. The General Secretariat of Sports exercises the government guidelines relating to sport in general. Aims serving the GSS are the strategic planning and implementation of sports policy of the country, under the constitutional obligation of the State for protection, supreme supervision and financial support of sports. In particular, the mission of the GSS is:

a) The prevention and ensuring the health of the occupational and recreational athlete. b) The systematic cultivation, propagation and embedding in the social consciousness of sportsmanship and the Olympic values and their dissemination at national and international level by all appropriate means. c) The scientific substantiation of sports needs of the country and reflecting these into a strategic sports policy, which applies to business activities programs, actions and projects. d) The institutional, scientific, logistical and financial support of the regulated public and private sports organizations (legal entities) in order to ensure the effectiveness,
efficiency and quality in their produced sports work. e) The supervision and control of all types of persons or entities falling under the country’s sports policy in accordance to the applicable provisions and the evaluation of their activity based on the evolving strategic planning and sports policy planning.

An important institutional position in the Greek sports is held by the GREEK OLYMPIC COMMITTEE (HOC), which according to its statute some of its goals are: a) to supervise and ensure the development, promotion and protection of the Olympic Movement, sports, sportsmanship and extracurricular physical activities and supervise the Olympic sports. b) To ensure the proper interpretation and application of the rules of the Olympic Charter of the International Olympic Committee Charter (IOC). c) To propagate to the youth the love of sports and the respect of sportsmanship. d) To organize, in cooperation with the relevant national associations, the preparation of athletes and carry out, at its sole responsibility, the final selection of athletes who will represent Greece at the Olympics. e) To monitor and supervise the organization of these games when committed in Greece. g) To cooperate with the State and public or private organizations to promote sound policy on sport. h) To make recommendations to the relevant for sports minister who supervises the HOC any measures that contribute to the achievement of its objectives.

The General Secretary of Sports is under the Deputy Minister of Culture and Sport:

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DEPUTY MINISTER FOR CULTURE AND SPORT

GENERAL SECRETARIAT FOR SPORTS

GENERAL DIRECTORATE OF SUPPORT FOR SPORTS

TECHNICAL SERVICES

DIRECTORATE OF PROMOTION, DEVELOPMENT AND SCIENTIFIC SUPPORT OF SPORT FOR ALL

DIRECTORATE OF COMPETITIVE SPORTS

DIRECTORATE OF PROFESSIONAL SPORTS
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Figure 1. Structure of the Sport System in Greece

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Sports in national & local level

Demographic data -- population
The population of Greece in 2016, according the Hellenic Statistical Authority (ELSTAT), is 10.783.748 residents, decreased by 0.68%.

According to Census 2011 that was conducted by the Hellenic Statistical Authority during the period from 10 to 24 May 2011, with a reference date of May 9, 2011 Attica, the place where the program will be implemented, has 3.827.624 residents accounted for 35.35% of the total population. The municipalities of Attica region which will participate in the program are the followings:

- Melissia (36.000 residents)
- Korydallos (63.445 residents)
- Nikaia- Agios Ioannis Rentis (105.450 residents)

About 10% of the total population is children aged 0-14 years, about 1.049.000 children throughout the country. Approximately 350,000 children live in Attica. More than 200.000 children live in the areas targeted by the program and it is estimated that children in the age category of the target program is approximately 4000.

Sport clubs
All Olympic sports are pursued in Greece in an amateur level and in children’s leagues, while professional leagues exist only for football, basketball and volleyball. According to older data from the General Secretariat of Sports (Economy and Sports study, 1996), there were 5,419 sports clubs in the country, a number that now exceeds 9,000. Football is the dominant sports activity, followed by basketball. Until the onset of the financial crisis in Greece, funding for clubs came through the General Secretariat of Sports after reviewing several factors such as: a) the club’s general performance or position in the league system, b) total number of member athletes and the number of new athletes that joined the club during the running year.

The three participating sports, according to the program’s schedule, are football, basketball and handball. Football is first in popularity, followed by basketball and handball. After the General Secretariat of Sports, sports’ policy both in the level of development and the higher professional level is defined by the national federations. Those federations have a specific structure based on club unions or the local committees. The federations organise the championships for adults in the higher national divisions, while lower divisions and games in the junior, pro junior and other such levels are organised by local club unions. The Football Federation contains 53 club unions. In basketball there are 19 unions, while in handball only 5 unions with
about 70 active clubs. Within the areas of interest there are in total 23 football clubs, 11 basketball clubs and 4 handball clubs.

**Educational institutions**

**HE institutes involved with Physical Education:**

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<tr>
<td>School of Physical Education and Sport Science</td>
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<tr>
<th>Name</th>
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<tr>
<td>Department of Physical Education and Sport Science</td>
<td>Aristotle University of Thessaloniki</td>
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| Short learning overview                  | The School of Physical Education and Sport Science established in 2013 and formerly the Department of Physical Education and Sport Science is a School that specializes in the study, research and teaching of all expressions of Movement of the Human Body through a holistic and in depth interdisciplinary program that includes natural sciences, social sciences and humanities. The School includes faculty members recognized for their high quality research and publications. |
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<tbody>
<tr>
<td></td>
<td>• To promote the science of Physical Education and Sports, through the academic and applied teaching and research.</td>
</tr>
<tr>
<td></td>
<td>• To provide graduates with the appropriate knowledge for their scientific and professional career.</td>
</tr>
<tr>
<td></td>
<td>• To contribute to the progress of sports in Greece and to disseminate the athletic spirit.</td>
</tr>
<tr>
<td></td>
<td>• To contribute to the citizens’ consciousness of the importance of Physical Education as a fundamental factor for the improvement of the quality of life.</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
<th>4 years</th>
</tr>
</thead>
</table>

| Name | School of Physical Education and Sport Science  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University of Thessaly</td>
</tr>
<tr>
<td>Course title</td>
<td>Physical Education &amp; Sport Science</td>
</tr>
<tr>
<td>Area</td>
<td>Trikala</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>The Department of Physical Education and Sport Science was established in 1984. Four - year studies in the Department lead to a Degree in Physical Education and Sport Science qualifying its graduates to teach in all levels of Education. The focus of the studies is primarily on outdoor activities and sports which are greatly favoured by the surroundings of Trikala, such as: skiing, in the Skiing Center of Pertouli, mountaineering on Mount Pindos, climbing in the Meteora Rocks, rafting in River Aspropotamos, and rowing in Lake Plastira.</td>
</tr>
<tr>
<td>Duration</td>
<td>4 years</td>
</tr>
</tbody>
</table>

| Name | School of Physical Education & Sport Science at Serres  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aristotle University of Thessaloniki</td>
</tr>
<tr>
<td>Course title</td>
<td>Physical Education &amp; Sport Science</td>
</tr>
<tr>
<td>Area</td>
<td>Agios Ioannis, Serres</td>
</tr>
</tbody>
</table>
| Short learning overview | The School of Physical Education And Sports Science of the Aristotle University of Thessaloniki at Serres was founded in 1985.  

The Mission is

- To equip students with essential theoretical knowledge and provide them with the required skills for today's job market.
- To provide students with essential skills in applied research and promote the exercise and sports science.
- To promote the athletic spirit and enhance sports in Greece.
- To promote the message that physical activity improves our quality of life. |
| Duration | 4 years                               |
| Website | [http://www.phed-sr.auth.gr/el](http://www.phed-sr.auth.gr/el) |
Table 1. Summary table of HE institutes involved with Physical Education, Greece

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Area</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Physical Education and Sport Science National and Kapodistrian University of Athens</td>
<td>Physical Education and Sport Science</td>
<td>Athens</td>
<td>4 years</td>
</tr>
<tr>
<td>Department of Physical Education and Sport Science Aristotle University of Thessaloniki</td>
<td>Physical Education and Sport Science</td>
<td>Thessaloniki</td>
<td>4 years</td>
</tr>
<tr>
<td>School of Physical Education and Sport Science University of Thessaly</td>
<td>Physical Education and Sport Science</td>
<td>Trikala</td>
<td>4 years</td>
</tr>
<tr>
<td>School of Physical Education &amp; Sport Science at Serres Aristotle University of Thessaloniki</td>
<td>Physical Education and Sport Science</td>
<td>Agios Ioannis, Serres</td>
<td>4 years</td>
</tr>
</tbody>
</table>

*Other training courses/programs that provide basic employment qualifications for coaches and sports teachers:*

In Greece there are schools for coaches, whose operation is governed by the General Secretariat of Sports (GSS) – General Directorate of support sports - Section for sports professionals & schools coaches.

The establishment and operation of coaches for schools will be governed by a standard common framework for the organization, structure and operation of schools, the key elements of which are:

- **a)** Number of the teaching hours
- **b)** Management and direction of the school with a clear description of profile of its members
- **c)** The creation - keeping - of Registry of teachers and the standardization of their qualifications,
- **d)** The development of a single curriculum with common core of compulsory courses in each level.

There are three levels in each school and the curriculum is the same for all levels in order to added knowledge and avoid the repetition. The curriculum includes all

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Sports. There is the possibility of implementation of a part of the teaching object through distance learning (up to 30% of the hours).

The teaching staff are persons who are members of the Scientific Teaching Personnel (DEP) and the Special Scientific Teaching Personnel in University, or scientists with appropriate qualifications (Doctorate, Research, Teaching, Training and Papers). The GSS calls through a public call of interest all the interested parties to submit an application to join the Registry of trainers of the coaches schools, for one or more cognitive items as described in the indicative curriculum. The Registry remains open and teachers in schools should be included.

The school's operating expenses charged to the relevant budget of the federation. The amount for the total of each candidate's attendance fees is fixed at EUR 250.

The Diplomas are handed to the graduates by the competent Department of GSS. The type of Diplomas and what is stated in them is common and consistent with a standard that is delivered by the appropriate department of the GSS.

**Sports for all**

The General Secretary of Sports co-organized and co-finance the “Sports for All” programs. The "Sports for All” programs were launched in 1983 under the name "Mass Popular Sports" and they are addressed to all citizens regardless sex, age. All citizens have the opportunity to participate at will in any sport or even to discover new activities, enjoying in this way the joy of sports and creation.

Mass Sports programs include movement, play, exercise and may take place in the Country side, in parks, on beaches, on the streets, in towns and villages.

Mass Sports contribute to the improvement of people's health, quality of life, socialization, concerns all citizens and requires public acceptance.

Today, these sports programs are implemented with great success in almost all municipalities and communities and are distributed to general, specific, innovative standards but also to diversified/differentiated, in order to meet the different requirements and capabilities of the participants.

- Exercise and Preschool Age
- Sports and Child
- Exercise and Adults
- Exercise in the Elderly
- Exercise in Childhood
- Exercise in Adolescence
- Sports and Female
- Miscellaneous (sports in workplace, sports in university, etc.)
Furthermore, in the framework of Mass sports, the General Secretariat of Sports designs and applies also special "Sports for All" programs aimed at particularly vulnerable groups. These programs adapted to the specificities of the targeted social groups. Most of them started in the early 80's and still continues today with great success in cooperation with the competent institutions but also with the local government agencies.

- Disabled and exercise
- Exercise in prisons
- Immigrants and exercise
- Exercise in mental health centers
- Exercise in rehabilitation centers
- Sports And Roma

**Sports in school education**

Hours per week of (PE) Physical Education per class and level of education (up to secondary level) & Sports that are taught based on the curriculum at the same education levels

The Curriculum for Physical Education in Greece is a comprehensive action plan for physical education and concerns the all compulsory education. It provides information and guidelines to help teachers of physical education to justify, plan, choose the content and evaluate the physical education at school. Moreover it describes and documents the content criteria (Purposes-Goals-Objectives) and the indicative performance criteria regarding the physical education of students for all pre-school, primary and secondary education.

It is the master guide for physical activity teachers, school managers, supervisors, their school counselors and all who deal with the subject of school physical education, in order to have a common vision on the role and management of the courses in school. Each school unit has essentially the right to revise the curriculum of Physical education according to the needs, logistics and characteristics of the students of the unit.

The aim of the curriculum for the PE is:

- the acquisition, development and application of motor skills related to sports, sports games and physical recreational activities.
- the development of knowledge which related to: the body function, the improvement of health, the development of physical fitness and sports, the collection, analysis and interpretation of student’s personal performance data.
- the development of physical fitness related to health.
• the cultivation of skills, attitudes and behaviors (such as self-esteem, critical and creative thinking, positive social behavior acceptance of others, targeting, communication, stress management etc),
• the development of student’s positive attitude towards a lifelong active and healthy lifestyle.

The hours and curriculum subjects of physical education per week are:

**Table 2. Physical education in Elementary school, Greece**

<table>
<thead>
<tr>
<th>Elementary school</th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C, D Class</td>
<td>3</td>
</tr>
<tr>
<td>E, F Class</td>
<td>2</td>
</tr>
</tbody>
</table>

Curriculum: psychomotor education, music and treatment (dances), running, games, basketball, handball, football, gymnastics

**Table 3. Physical education in Lower secondary school, Greece**

<table>
<thead>
<tr>
<th>Lower Secondary school</th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, B, C Class</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum: Physique and strengthening, basket ball, football, athletics, fitness, traditional dances, gymnastics, handball.

**Table 4. Physical education in Upper secondary school, Greece**

<table>
<thead>
<tr>
<th>Upper Secondary School</th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Class</td>
<td>2</td>
</tr>
<tr>
<td>B Class</td>
<td>1</td>
</tr>
<tr>
<td>C Class</td>
<td>2</td>
</tr>
</tbody>
</table>

Curriculum: The ultimate goal of physical education in high school is "lifelong exercise for health and quality of life." Therefore the courses should develop action plans designed to serve the ultimate purpose such as: “I take care of my physical condition", "Adopt movement on my daily life" etc.
Promotion of sports in schools

The Legislative framework for carrying sports competitions in schools was published in the Government Gazette 3754/2016. The organization of School Sports Activities reflects the worldwide growing need for encouragement and education of children and young people to adopt lifelong healthy habits, to achieve social cohesion and to develop moral and democratic values. The official annual commencement of operations of the School Competitions is the first Monday in October of each year. First Monday in October is the "National School Sport Day".

The proposed periods for the organization of the events are:
- First in October, November and December,
- Second in February, March
- Third before or after Easter

- ELEMENTARY SCHOOLS

For elementary schools are not provided school competitions.

- LOWER SECONDARY EDUCATION

The organisation of school games are not compulsory in all schools. The school competitions are implemented in the form of festival events.

- UPPER SECONDARY EDUCATION

School competitions are mandatory in upper secondary education. Team sports that can join high school students are: Basketball, Volleyball, Handball, Football. Individual sports that can join high school students are: Classic Sports and other Olympic Sports.
2.2. ROMANIA

Sports system

According to The Regulation of Organization and Functioning of the Ministry of Youth and Sport, the strategic objectives of the M.T.S. [MYS] are the following:

- elaborating the policies and measures for attracting European Funds;
- consolidating the economic and financial discipline;
- elaborating personnel policies;
- elaborating policies of decentralization.

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Art. 4 in order to attain the strategic objectives in the fields of youth and sport, the Ministry of Youth and Sport has the following general attributions:

a) it ensures the elaboration of the strategy for applying the governing Program in the fields of youth and sport; it founds and proposes to the Government policies in the fields of youth and sport;

b) it initiates, elaborates or, if applicable, approves normative documents drafts, in order to attain the strategic objectives and policies in the fields of youth and sport;

c) it ensures the administration of State public and/or private properties which, according to legal provisions, are destined to the activity related to the fields of youth and sport both directly and through the subordinated units;

d) it ensures, on behalf of the Romanian State, pursuant to the law, the domestic and international representation in the fields of youth and sport;

e) it ensures the application and control pertaining to the observation of laws and of normative documents in the fields of youth and sport;

f) it collaborates with the other ministries and special bodies of the central public authority, with the local public authorities and with other public institutions and public or private legal entities, either Romanian or foreign: it ensures the application of international agreements in its fields of activity, as well as the promoting of new agreements.

Table 5. The human potential and the objectives of the sports system in Romania

<table>
<thead>
<tr>
<th>Level</th>
<th>Competition units</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>High performance sport</td>
<td>Athletes in representative teams</td>
<td>Obtaining results at international competitions</td>
</tr>
<tr>
<td>Performance sport</td>
<td>Athletes attending official competition systems</td>
<td>Training athletes with real competitive skills</td>
</tr>
<tr>
<td>Selection pool for performance sport</td>
<td>Athletes comprised in children and junior sections</td>
<td>Training for the rigours of performance sport</td>
</tr>
<tr>
<td>Recreation</td>
<td>Persons who exercise, as an argument</td>
<td>Leisure time (increasing duration)</td>
</tr>
</tbody>
</table>

Table 6. Budget of own incomes, Romania 2016

<table>
<thead>
<tr>
<th>NAME OF INDICATORS</th>
<th>2016</th>
<th>Trimester I</th>
<th>Trimester II</th>
<th>Trimester III</th>
<th>Trimester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNTS ALLOCATED FROM OWN INCOMES</td>
<td>115,800,000</td>
<td>28,848,000</td>
<td>31,088,000</td>
<td>28,431,000</td>
<td>27,433,000</td>
</tr>
<tr>
<td>Current expenses</td>
<td>113,300,000</td>
<td>28,248,000</td>
<td>30,488,000</td>
<td>27,781,000</td>
<td>26,783,000</td>
</tr>
</tbody>
</table>

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School population in the year 2015 – age 10 female/male = 194113 student
School population in the year 2015 – age 11 female/male = 192484 students
School population in the year 2015 – age 12 female/male = 189312 students

Total sports facilities for elementary and middle school (special education included) in the year 2015 = 3442
Sports clubs = 48
Accredited training institutes for teaching personnel /trainers/sports instructors = 11
Faculties of Physical Education and Sport, Trainers’ school.

**Sports in national & local level**

*Demographic data -- population*

National level-population : 19.764.000
School population : 4.000.000
Population in Iasi : 362.142
School population in Iasi : 191.574

*Sport clubs*

The total number of sport clubs in country and in the area of interest is:
National level : 5862 sport club, 5890 trainers, 214.000 athletes
Local level (Iasi) : 283 sport clubs, 234 trainers, 8000 athletes

The number of sport clubs that have to do with contact sports is:

<table>
<thead>
<tr>
<th>NATIONAL LEVEL</th>
<th>LOCAL LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>football: 193</td>
<td>football: 20</td>
</tr>
<tr>
<td>handball: 42</td>
<td>handball: 5</td>
</tr>
<tr>
<td>basketball: 189</td>
<td>basketball: 10</td>
</tr>
</tbody>
</table>
Educational institutions

HE institutes involved with Physical Education:

In Romania there are 14 faculties which trains specialists in physical education and SPORT. All subjects in the curriculum treat the need for activity in human life and its benefits in professional and individual performance.

There are no specific disciplines that address sport for all, but there are disciplines for sport in school, at various levels: preschool, primary, secondary, post-secondary.

Table 7. Summary of HE institutes involved with Physical Education in Romania

<table>
<thead>
<tr>
<th>Name/number</th>
<th>Course</th>
<th>Area</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Departments</td>
<td>Training in Physical Education and Sports</td>
<td>All of Romania</td>
<td>3-4 years</td>
</tr>
</tbody>
</table>

Other training courses/programs that provide basic employment qualifications for coaches and sports teachers:

National School of Coaches give qualification to train instructors, but the level of specialization is lower in comparison with qualification which is obtained through higher education. Each city is distinguished by the training courses organized by the Training Centers that give youth the lower level qualification in order to practice the craft instructor.

Sports for all

ROMANIAN FEDERATION SPORTS FOR ALL (FRSpT)

Fundamental objectives:

- guaranteeing the right and access of any person to the free practicing of sporting and recreational activities;
- forming favourable mentalities and positive and active attitudes at all levels;
- ensuring all necessary conditions: human resources, material supplies, management, better services for practicing sporting and recreational physical activities, in an organized setting or independently, in a clean and safe environment;
- the passage from planning and centralized offer to the elaboration of local programs based on the traditions, needs and preferences of the population.
Official partners:

- active organizations in the sphere of culture, health, education, social protection, environment and land planning, as well as legal entities within various fields;
- economic agents and civil society.

Tasks

- Coordinating and supporting technically, materially and morally physical entities, clubs, centres, associations with interests in the field of Sports for all;
- Elaborating the agenda of internal activities, international ones included;
- Organizing specific activities for the sports branch along with the County Directorates for Youth and Sport, foundations, clubs, associations;
- Establishing and maintaining contact with similar federations within other countries, with the specialized International Forums; ensuring participation in international events;
- Unfolding promotional and informative campaigns; editing its own informative bulletin; organizing meetings, internships, professional trainings and professional improvements trainings in Sports for all;
- Supporting the interests of Sports for All in its relations with the legislative and administrative bodies.

The activity of the FRSPT

It functions based on the National Program “SPORT OF ALL THIRD MILLENNIUM - ANOTHER LIFESTYLE” – Long-term strategy

The National Program comprises several subprograms:

- **Decentralization** – Development (conducting local and regional programs based on the traditions, needs, preferences and demands of the populations and constituting associative structures (FUN SPORT CLUBS)
- **Multiplication and diversification of funding resources** (attracting sponsors, donors, launching programs for accessing international funds, obtaining patrimony)
- **Promo – Info – Spoti** (promotion campaign, change of attitude and interest for the SPT [SFA] and determination of the system for collecting and transmitting data and information; acquisition of scientific data for the improvement and development of programs)
- **Human resources** – SPT [SFA] Specialists (ensuring qualitatively and quantitatively the volunteering and hired personnel)
- **PAS** (health through movement – health promotion strategy using sporting and recreational physical activities)
• **Sport for recreation and health, a right of every citizen** (implication of local public administration in the organization and development of SPT [SFA] in conformity with the institutional skills and purposes)

• **Sport and leisure infrastructure** (making sure that any person may practice recreational physical activities, depending on their motivation, preference and possibilities, in a healthy and safe environment)

• **Private sport** (encouraging private sport, private entrepreneurs and nongovernmental organizations by offering proper support, such as legislative and financing measures using public credits)

• Rural sport (strategy for maintaining and valuing the Romanian traditions and customs and for attracting children and young people – along with the village elderly – towards play and knowledge)

• **Pro Natura – Tourism for all** (a program for the development of tourism, hikes, mountain climbing, and for education in the spirit of knowledge and environmental protection)

• **The plays/games of Romanians everywhere** (establishing connections on multiple levels with the Romanian Diaspora, in order to cultivate and value the Romanian traditions anywhere in the world, and in order to obtain documentary and informational support)

• **Etni Sport** (cultivating harmonious relations between ethnical communities through SPT [SFA], in the spirit of tolerance and fair play)

• **Baby Sport** (young children and the need for movement (0-6 years old) – strategy for practicing physical exercise, movement and play, from very young ages)

• **Fun Sport** (developing a strategy for increasing the free, continuous and regular participation of children and young people [7-25 years old] in sport, mainly in recreational and fun and technical-applicative physical activities)

• **Femi Sport** (program for training women to practice and organize sporting and recreational physical activities)

• **Old Sport** (program for the active promotion of the health of adults and the elderly through physical activities)

• **A chance for everyone** (valuing the educational valences of sport for the social integration of disadvantaged groups)

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Table 8. Detailed medium and long-term action plan for reorganizing the national system of physical education and sport in Romania

<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose/target</th>
<th>Who is in charge</th>
<th>Application methods</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborating the National Strategy for Physical Education and Sport</td>
<td>*Establishing the general system development framework for Physical Education and Sport and the application methods of the strategy for a period of at least 16 years;</td>
<td>M.T.S.</td>
<td>1. Mixed Commission comprising representatives of M.T.S., C.O.S.R., F.S.S.U., NGOs;</td>
<td>20.08.2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M.E.N.C.S.</td>
<td>2. Elaboration of the strategy;</td>
<td>20.08-20.10.2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGOs;</td>
<td>4. Assuming the strategy by The Romanian Parliament and The Romanian Government;</td>
<td>15.11.2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Romanian Parliament (Education Commission)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtaining 1% of the GDP for sport</td>
<td>*Sufficient, controlled and transparent of the national system for Physical Education and sport;</td>
<td>M.T.S. through the General Secretariat</td>
<td>1. Modification of art. 67 within the Law of Physical Education and Sport setting as annual budget allowance at least 1% of the GDP for sport;</td>
<td>1.12.2016</td>
</tr>
<tr>
<td></td>
<td>*Reducing, from 2024, health-related expenses, by approximately 4 billion Euros/year;</td>
<td>M.E.N.C.S. through The Federation of School and University Sport,</td>
<td>2. Elaborating the budget project for the year 2017 and requesting/setting a percentage of 1% of the GDP through the State Budget Law on 2017 for sport;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Improving the general health status of the population; controlling mortality rates by promoting movement and education through sport as a component of general education.</td>
<td>The Romanian Parliament : Education Commission;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Romanian Olympic and Sports Committee;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGOs;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Ensuring a climate of safety and continuity for athletes’ training through an</td>
<td>With the support of the M.A.I. and in collaboration</td>
<td>2. Identifying Sports Facilities and registering</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Purpose/target</td>
<td>Who is in charge</td>
<td>Application methods</td>
<td>Deadline</td>
</tr>
<tr>
<td>---------</td>
<td>----------------</td>
<td>-----------------</td>
<td>---------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Development of Material Facility and Infrastructure</td>
<td>easy access to sports facilities; *National project for access to sports arenas and gymnasiums;</td>
<td>with The Local Councils and The General Council of the Municipality of Bucharest;</td>
<td>3. Legally granting a period of 6 calendar months to all owners of Sports Facilities, for making them functional again; 4. Implementing a “Regulation of Access and Use of Sports Infrastructure” under the direct supervision of sports activities instructors/monitors;</td>
<td>11.09.2016</td>
</tr>
<tr>
<td></td>
<td>*Modernizing sports infrastructure and aligning Romania to international standards;</td>
<td>M.T.S. M.E.N.C.S. M.D.R.A.P.</td>
<td></td>
<td>2016-2018</td>
</tr>
<tr>
<td></td>
<td>*Ensuring an adequate framework for the selection and training of athletes;</td>
<td></td>
<td></td>
<td>2016-2018</td>
</tr>
<tr>
<td></td>
<td>*Ensuring a competition climate identical to the one of athletes in other States with which Romania competes at international level;</td>
<td></td>
<td></td>
<td>2020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. Building a Multipurpose Hall with 25,000 places in the mun. of Bucharest and at least 7 others in the country, with 5,000-7,000 places; e. Building 7 multifunctional skating rinks; f. Building a National Complex with an arena of 75,000 places and all endowments</td>
<td>2018 2020 2020</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose/target</th>
<th>Who is in charge</th>
<th>Application methods</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| Diversification of funding & other measures for optimizing the activity | *Optimizing the activity, consolidating the system as a sports industry;  
*Transfer in time (4-8 years) of the financial task from the state to the private system, after consolidating the system; | M.T.S. M.E.N.C.S. C.O.S.R. A.N.A.F. | g. Restoring 8 Sports Facilities for nautical sports, with an Olympic canoeing lane;  
h. Restoring 4 National Complexes for Winter Sports with facilities specific to all winter sports disciplines;  
1. Redirecting 0.5% of the fees and excises applied at national level for cigarettes, cigars and alcoholic beverages;  
2. Introducing a percentage of 0.5% for fast food products;  
3. Introducing a fee of 10% of the construction value of malls/hypermarkets, for the constitution of the National Fund for Building and Modernizing Sports Facilities;  
4. Introducing a percentage fee of 3% of the turnover, directed to the sports structure with ANAF approval, by hypermarket companies, by mobile phone operators and telecommunication and Internet services;  
5. Introducing an annual fee for sport of 200 Euros, for each active registered company;  
6. Modifying the Sponsorship Law 32/1994 and the Law 227/2015 regarding the Tax Code; sponsorship should become active for the sponsor and stimulating for sponsorship. The proposed sponsorship rates of: | 01.01.2017 2020 2020 01.01.2017 01.01.2017 01.01.2017 01.01.2017 |
<table>
<thead>
<tr>
<th>Measure</th>
<th>Purpose/target</th>
<th>Who is in charge</th>
<th>Application methods</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>– 15% of the corporate income tax, with a reduction of 2% for the difference of payment to the State budget; – 20% of the corporate income tax, with a reduction of 3% for the difference of payment to the State budget; – 25% of the corporate income tax, with a reduction of 4% for the difference of payment to the State budget; – 30% of the corporate income tax, with a reduction of 3% for the difference of payment to the State budget;</td>
<td>01.11.2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>– The maximum limit proposed does not exceed 5% of the turnover.</td>
<td>01.01.2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>• Increase of standard cost/student/ university student;</td>
<td>01.01.2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>• Modifying the Law no. 50/1991 updated in 2014 in the sense of introducing conditions of authorising constructions for sport (building permit from the sports governing authority);</td>
<td>01.10.2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>• Implementing “The Regulation for the Organization and Function of the activity of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td>Purpose/target</td>
<td>Who is in charge</td>
<td>Application methods</td>
<td>Deadline</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Professional training</td>
<td>*Programs of Professional Training and Improvement for sports technicians;</td>
<td>M.T.S.</td>
<td>1. Professional training and occupational retraining programs for the staff necessary for developing sports activities, for performance athletes who abandon sports activity;</td>
<td>Short-term</td>
</tr>
<tr>
<td></td>
<td>*Sports Services Contract assimilated as a Work Contract in Sport, with taxes reduced to 26% (following the Hungarian model);</td>
<td>M.E.N.C.S.</td>
<td>2. Implementing a Unique Sports Services Contract assimilated as a Work Contract in Sport, for both athletes and the technical staff in the sports field, with taxes of 26%, following the model implemented by Hungary;</td>
<td>01.11.2016</td>
</tr>
<tr>
<td>Unique Sports Services Contract assimilated as a Work Contract in Sport</td>
<td>*Project for the European development of relations with EU Member States in the sports field. Romanian representation in the European structures/ forums</td>
<td>C.O.S.R.</td>
<td>3. Promoting Romania as a country where sport is State policy, our image in Europe and in the world, promoting sports tourism, attracting international sports events in Romania;</td>
<td>Short-term</td>
</tr>
<tr>
<td>Promotion of Romania and of Romanian technicians in international structures</td>
<td></td>
<td>Ministry of Labour, Family, Social Protection and the Elderly</td>
<td>4. Promoting Romanian athletes and technicians in boards/commissions of international sports structures;</td>
<td>Short-term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Foreign Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of Public Finances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ministry of European Funds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Sports in school education

*Hours per week of (PE) Physical Education per class and level of education (up to secondary level)*

As for sports in school education, these are presented below:

<table>
<thead>
<tr>
<th>Table 9. Physical education in schools in Romania</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary school</strong></td>
</tr>
<tr>
<td>All classes</td>
</tr>
<tr>
<td>Lower Secondary school</td>
</tr>
<tr>
<td>All Classes</td>
</tr>
<tr>
<td>Upper Secondary School</td>
</tr>
<tr>
<td>All Classes</td>
</tr>
</tbody>
</table>

*Sports that are taught based on the curriculum at the same education levels.*

There are some compulsory in the curriculum of physical education and sports at all levels: handball, basketball, volleyball, football, gymnastics, athletics. In primary education was introduced chess.

*Promotion of sports in schools*

There are two ways to motivate participation in school competitions: Gymnasiums Olympiad and National Olympiad of School Sport. School inspectorates, which organizes the first education cycle, organizing timetables and competitive participation of teachers, with them pupils, at sports competitions branch.

Sporting competition, regardless of the sport, is not promoted because it is mandatory, and the financing is made by the Ministry of Education.
2.2. BULGARIA

**Sports system**

**Ministry of youth and sport Bulgaria**

Supreme Committee for Physical Culture and Sports was established in December 1947 as subordinate to the Cabinet office. It aims to guide government and public sports organizations in the country and carry out pro-government propaganda and military training among children and young people. In his leadership involved with its representatives several ministries and the mainstream community organizations. In 1968, the Committee was transformed into the Committee for Youth and Sport (KMS) until 1971 has the rank of a ministry. Chairman of Law was the first secretary of the Central Committee of the Dimitrov Communist Youth Union. KMS was closed in 1976. In the 85th government ministry is restored Minister Vassil Ivanov and the 87th Government Minister Svilen Neykov.

MMC prepare national strategies and national annual programs for youth development and sports. It supervises the activities of sports organizations for compliance with the Law on Youth and Sports. Together with sports federations and Bulgarian Olympic Committee, the Ministry implemented the financing of program preparation and participation of Bulgarian athletes at the Olympics. Bulgaria hosts many prestigious tournaments, European and world championships in various sports.

On behalf of the State Department periodically stimulated with various prizes athletes, sports experts and activists, as well as young talents in various spheres of public life. Particular attention is paid to the development of sport at school and recreational sports for children and youth as one of the best alternatives to crime and drug addiction. Ministry supports the coordination and implementation of student-student and games and competitions, as well as other youth sports activities.

Priority for the ministry prevention and control of doping in sport and the fight against violence and hooliganism in sport. Ministry manages sports venues and facilities owned supplied MMC Council of Ministers and formed a strategy for the development of facilities and equipment for physical education, sport and social tourism.
ORGANISATIONAL STRUCTURE:

Figure 3. Structure of the sport system in Bulgaria

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National Overview BULGARIA
38
**Major policy documents adopted by government bodies**

The National Strategy for Physical Education and Sports Development 2012–2022 was adopted by the National Assembly of the Republic of Bulgaria in 2011. The Strategy aims to highlight the social function of physical education (PE) and sports in Bulgaria, and the need for political, economic and social changes to improve the uptake of physical activity. It addresses the principal stakeholders, including public authorities, local government and public sports organizations. The National Programme for the Development of Physical Education and Sports 2013–2016, passed by the Council of Ministers in 2013, includes further considerations, such as sports infrastructure and the role of various bodies in the national sports system. The vision of the programme is to build a functioning system for the promotion of PE and sports in the Republic of Bulgaria, to encourage physical activity and participation in sports and social tourism.

**Sports in national & local level**

*Demographic data -- population*

**Bulgaria**, officially the **Republic of Bulgaria**, is a country in south-eastern Europe. It is bordered by Romania to the north, Serbia and Macedonia to the west, Greece and Turkey to the south, and the Black Sea to the east. With a territory of 110,994 square kilometres (42,855 sq mi), Bulgaria is Europe's 16th-largest country.

Organised prehistoric cultures began developing on current Bulgarian lands during the Neolithic period. Its ancient history saw the presence of the Thracians, Greeks and Romans. The emergence of a unified Bulgarian state dates back to the establishment of the First Bulgarian Empire in 681 AD, which dominated most of the Balkans and functioned as a cultural hub for Slavs during the Middle Ages. With the downfall of the Second Bulgarian Empire in 1396, its territories came under Ottoman rule for nearly five centuries.

The Russo-Turkish War of 1877–78 led to the formation of the Third Bulgarian State. The following years saw several conflicts with its neighbours, which prompted Bulgaria to align with Germany in both world wars. In 1946 it became a one-party socialist state as part of the Soviet-led Eastern Bloc. In December 1989 the ruling Communist Party allowed multi-party elections, which subsequently led to Bulgaria's transition into a democracy and a market-based economy.

Bulgaria's population of 7.4 million people is predominantly urbanised and mainly concentrated in the administrative centres of its 28 provinces. Most commercial and cultural activities are centred on the capital and largest city, Sofia. The strongest sectors of the economy are heavy industry, power engineering, and agriculture, all of which rely on local natural resources.
The country's current political structure dates to the adoption of a democratic constitution in 1991. Bulgaria is a unitary parliamentary republic with a high degree of political, administrative, and economic centralisation. It is a member of the European Union, NATO, and the Council of Europe; a founding state of the Organization for Security and Co-operation in Europe (OSCE); and has taken a seat at the UN Security Council three times.

Most commercial and cultural activities are centred on the capital and largest city, Sofia. The strongest sectors of the economy are heavy industry, power engineering, and agriculture, all of which rely on local natural resources.

Bulgaria occupies a portion of the eastern Balkan peninsula, bordering five countries—Greece and Turkey to the south, Macedonia and Serbia to the west, and Romania to the north. The land borders have a total length of 1,808 kilometres (1,123 mi), and the coastline has a length of 354 kilometres (220 mi). Its total area of 110,994 square kilometres (42,855 sq mi) ranks it as the world's 105th-largest country.

The most notable topographical features are the Danubian Plain, the Balkan Mountains, the Thracian Plain, and the Rhodope Mountains. The southern edge of the Danubian Plain slopes upward into the foothills of the Balkans, while the Danube defines the border with Romania. The Thracian Plain is roughly triangular, beginning southeast of Sofia and broadening as it reaches the Black Sea coast.

Bulgaria has a dynamic climate, which results from its being positioned at the meeting point of Mediterranean and continental air masses and the barrier effect of its mountains. Temperature amplitudes vary significantly in different areas.

The population of Bulgaria is 7,364,570 people according to the 2011 national census. Bulgaria is in a state of demographic crisis.

All ethnic groups speak Bulgarian, either as a first or as a second language. Bulgarian is the only language with official status and native for 85.2 percent of the population. The oldest written Slavic language, Bulgarian is distinguishable from the other languages in this group through certain grammatical peculiarities such as the lack of noun cases and infinitives, and a suffixed definite article.

Bulgaria is a parliamentary democracy in which the most powerful executive position is that of prime minister. The political system has three branches—legislative, executive and judicial, with universal suffrage for citizens at least 18 years old. The Constitution of Bulgaria provides also possibilities of direct democracy. Political parties gather in the National Assembly, which consists of 240 deputies elected to four-year terms by direct popular vote.

The National Assembly has the power to enact laws, approve the budget, schedule presidential elections, select and dismiss the Prime Minister and other ministers, declare war, deploy troops abroad, and ratify international treaties and agreements. The president serves as the head of state and commander-in-chief of the armed forces.
forces, and has the authority to return a bill for further debate, although the parliament can override the presidential veto by a simple majority vote of all members of parliament.

Bulgaria is a unitary state. Since the 1880s, the number of territorial management units has varied from seven to 28. Between 1987 and 1999 the administrative structure consisted of nine provinces. A new administrative structure was adopted in parallel with the decentralisation of the economic system. It includes 28 provinces and a metropolitan capital province (Sofia-Grad). All areas take their names from their respective capital cities. The provinces subdivide into 265 municipalities.

Bulgaria has an emerging market economy in the upper middle income range, where the private sector accounts for more than 80 per cent of GDP. From a largely agricultural country with a predominantly rural population in 1948, by the 1980s Bulgaria had transformed into an industrial economy with scientific and technological research at the top of its budgetary expenditure priorities. The economy largely recovered during a period of rapid growth several years later, but the average salary remains one of the lowest in the EU.

Bulgaria performs well in sports such as wrestling, weight-lifting, boxing, gymnastics, volleyball, football and tennis. The country fields one of the leading men’s volleyball teams, ranked sixth in the world according to the 2013 FIVB rankings. Football is by far the most popular sport.

The best performance of the national team at FIFA World Cup finals came in 1994, when it advanced to the semi-finals by defeating consecutively Greece, Argentina, Mexico and Germany, finishing fourth. Bulgaria has participated in most Olympic competitions since its first appearance at the 1896 games. The country has won a total of 218 medals: 52 gold, 86 silver, and 80 bronze, which puts it in 24th place in the all-time ranking. Stefka Kostadinova is the reigning world record holder in the women’s high jump at 2.09 m, which she jumped during the 1987 World Championships in Athletics in Rome. Her world record is one of the oldest in modern athletics.

**East Thracian-Rhodope region - Haskovo Province**

The territory of the region occupies part of South Central Bulgaria. The region received more economic autonomy with the utilization of lignite in Maritsa basin with the mining in the Eastern Rhodopes and the development of manufacturing and services sectors in cities and larger villages. Its scope includes areas with centers Stara Zagora, Haskovo and Kardzhali. An important feature is that the region is the only one in South Bulgaria, not far from the borders with Greece and Turkey.
Population and urban network

The region’s population decreases. In 1985 it is over 1 million, in 2004 - 790 000. The average density is 56.9 p. / km², lower than the national average.

Birthrate - 9,3 ‰ (2004) is about the national average. Higher in the cities, and much lower in the villages. The birth rate is higher in Kardzhali, Momchilgrad, Djebel, Ardino municipalities and significantly lower in Pavel Banya, Gurkovo, Nikolaev. Mortality - 14,1 ‰ (2004) is lower than that in the country, but in rural areas is considerably higher. Natural increase is negative - -4,8 ‰.

The ratio between urban and rural population is 63.3: 36.7 (2004), indicating that urbanization processes in the region are developing at a slower pace than those of the country. The ethnic structure of the population is more different. In Kardzhali province there live 20% of the Turkish population in Bulgaria. Religious structure of the population - 72% Christians, 25% Muslims and 3% profess other religions.

After 1990 the mechanical movement of the population is characterized by greater dynamics. A significant part of the population of Haskovo and Kardzhali region are displaced. Among the immigrants young population prevails (in the age groups of 15 to 30 years), which further worsens the unfavorable demographic processes.

The settlement network of the region is characterized by the following features - a very large number of villages, the majority (about 75%) are in the Haskovo and Kardzhali provinces; settlements are concentrated in the basins of rivers.

Sport clubs

Bulgarian football league system

The Bulgarian football league system or the Bulgarian football pyramid is a vertical arrangement of all levels of football groups officially organized by the Bulgarian Football Union, the Professional Football League and Amateur Football League. The pyramid gives an idea of the links between different levels (where teams are ranked at the top places of each group and where teams relegated at the end of the standings). Currently the Bulgarian football league system consists of 66 different divisions forming 5 levels of the pyramid.
Physical activity in adults

Bulgaria foresees the imminent establishment of a surveillance and health monitoring system that includes population-based measures of physical activity. The National Programme for the Prevention of Chronic Non-communicable Diseases (NPPNCD) (2014—2020) is a framework with the National Center of Public Health and Analyses as the leading institution, which conducted a study in 2014 entitled National Research for Risk Factors. Aspects measured included frequency, duration and intensity of physical activity, across different domains (leisure, transport, work, household), cycling and/or walking and sedentary lifestyle among different age groups, including older adults (aged 65+ years).

National research from 2007 showed that less than half (42.3%) of the adult population (aged 25–64 years) carried out vigorous-intensity physical activity throughout a standard week. The proportion was lower among females (34.7%) than among males (50.0%), as shown in the following Table.

Moreover, 1 in 7 participants (regardless of gender) reported engaging in vigorous-intensity physical activity 2–3 times per week and 21.6% reported being vigorously active on 4–5 (or more) occasions per week, whereby the proportion of males active in this capacity was twice (29.4%) than that of females (14.0%). The proportion of adults engaging in moderate-intensity physical activity throughout the week was 52.4%, with females being significantly less active (47.7%) than males (57.3%).

<table>
<thead>
<tr>
<th>Level</th>
<th>Group(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>First Professional Football League</strong> 14 teams</td>
</tr>
<tr>
<td>2</td>
<td><strong>Second Professional Football League</strong> 16 teams</td>
</tr>
<tr>
<td>3</td>
<td>North-West Amateur Football League 14 teams</td>
</tr>
<tr>
<td>4</td>
<td><strong>Regional Football Groups</strong> 43 in total</td>
</tr>
<tr>
<td>5</td>
<td><strong>Regional Football Groups</strong> 17 in total</td>
</tr>
</tbody>
</table>
Table 10: (%) of adults carrying out vigorous or moderate-intensity physical activity throughout the week in Bulgaria, 2007

<table>
<thead>
<tr>
<th></th>
<th>MODERATE-INTENSITY</th>
<th>VIGOROUS-INTENSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALES</td>
<td>57.3</td>
<td>50.00</td>
</tr>
<tr>
<td>FEMALES</td>
<td>47.7</td>
<td>34.7</td>
</tr>
<tr>
<td>BOTH SEXES</td>
<td>52.4</td>
<td>42.3</td>
</tr>
</tbody>
</table>

Among the individuals that reported carrying out vigorous-intensity physical activity, only 3.1% of males and 3.8% of females did so for 31–60 minutes, while 32.1% were active for over 60 minutes, again with males being more active (40.1%) than females (24.3%). When comparing moderate-intensity physical activity levels, 3.5% of males and 3.7% of females were moderately active for 31–60 minutes, while 42.4% indicated that they carried out moderate-intensity physical activity for a period longer than 60 minutes.

Physical activity in children and adolescents

Bulgaria uses the international cut-off point for children and adolescents reaching the recommended physical activity levels for health, as set out in WHO’s Global Recommendations on Physical Activity for Health (2010). Data from national research (carried out in 2011, as yet unpublished) regarding the nutritional intake and eating habits of pupils in Bulgaria shows that 19.5% of Bulgarian children (aged 7–9 years) were reaching the recommended levels of physical activity for health. Boys were found to be much more physically active (22.3%) than girls (16.5%).

Among adolescents (aged 10–18 years), physical activity levels tend to drop with age, with the proportions of youth meeting the recommended physical activity levels for health being 25.7% for adolescents aged 10–13 years and 19.0% for those aged 14–18 years. Across all age groups, boys are much more active than girls, but among the older adolescents, the gap between genders is twice as large.

Table 11. Prevalence (%) of children and adolescents reaching the WHO recommended physical activity levels, Bulgaria, 2011

<table>
<thead>
<tr>
<th></th>
<th>CHILDREN (7-9 YEARS)</th>
<th>ADOLESCENTS (10-13 YEARS)</th>
<th>ADOLESCENTS (14-18 YEARS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALES</td>
<td>22.3</td>
<td>30.9</td>
<td>26.8</td>
</tr>
<tr>
<td>FEMALES</td>
<td>16.5</td>
<td>20.2</td>
<td>11.9</td>
</tr>
<tr>
<td>BOTH SEXES</td>
<td>19.5</td>
<td>25.7</td>
<td>19.0</td>
</tr>
</tbody>
</table>

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Educational institutions

HE institutes involved with Physical Education

National Sports Academy (NSA) is a specialized higher education institution in the Bulgarian university system with more than 70 years of history. NSA is the only university fully specialized in sports science in Bulgaria and one of the few sports universities in Europe. The higher school has achieved highest score of the accreditation by the National Agency for Evaluation and Accreditation of the Republic of Bulgaria and holds the leading position in the ranking system of university structures in the field of sports education.

The Sports Academy was founded in 1942 to meet the need for PE teachers in the dynamically developing Bulgarian state and its goals of creating a generation of healthy and energetic young people. In the course of the years and with the accumulation of educational and research experience there appeared a need for even closer cooperation between on one hand sports / sports education and science, on the other hand. Society expects high professionalism and competences of coaches of elite and amateur teams, teachers, and other specialists in the teams of elite athletes. On this basis, study programs and curricula are gradually developed that have been united in three faculties:

- Faculty of Coaching
- Faculty of Physical Education (Teacher training faculty)
- Faculty of Kinesitherapy, tourism and sports animation

The Academy organizes educational programs in the field of sports and sports-related activities at Bachelor, Master and Doctor’s degree. Scientific activities are carried out by the Center for scientific and applied activities in sport and at the main research units in the structure of the Academy – the departments. Since the first degree of their studies students have access to scientific equipment and research activities. They are enabled to participate in teams for project activities, as well as for inclusion in the clubs of the academy which cover 42 sports, develop active athletes and work with children and youth. Dormitories, recreation and nutrition places, a medical care center and a service for career guidance and counseling are available to NSA students.

Education at all levels is consistent with the qualifications framework for higher education in the European Higher Education Area. Full compliance of the educational process at the NSA with the criteria of the Bologna process ranks the NSA among European universities with transparent and comprehensible qualifications, easy recognition of diplomas on the labor market and in continuing education, good student mobility and an opportunity of combining national and international characteristics during the study process.

The main priority in the mission of the NSA is to preserve and develop the prestige of research and the high quality of education for the needs of the national and
European sports. For this purpose, the Academy devotes much of its efforts to research activities, as well as to the links to the actual users of sport science in professional conditions. Given the fact that sport science belongs to the field of applied sciences the NSA has developed a creative environment of "science in sport and sport in science". The Academy has established close contacts with the national levels of governance and organization of the sports movement by student internships, joint projects with national federations and qualification training of coaches for the needs of sports clubs over the country. National Sports Academy of Sofia has over 3200 students, 300 teachers and 250 employees as administrative and technical staff.

Students are involved in university research activities in each of the faculties and at each educational level. Coaches, teachers and specialists in sports activities (physiotherapists, entertainers, sports journalists, commentators, experts in sport and security, etc.) receive excellent training not only for practical professional activities, but also for independent studies and analyzing data for practical purposes.

NSA cooperates with a number of academic institutions and sports organizations worldwide. The Academy's strategy for international cooperation is focused on the priority to encourage every student and teacher to involve in activities such as mobility for learning or teaching, participation in international scientific and educational events, participation in European and international projects and others. The Academy has established itself as an attractive sport education institution for Erasmus mobility of students from different European countries. Quality of preparation and the opportunities for practical work during the exchange studies are highly appreciated by Erasmus students which choose NSA as a host academic institution.

The Academy has been fulfilling its social mission of spreading sports education since the very beginning of sports education - all departments of sport at the 51 Bulgarian academic institutions (which subsequently develop their role in sport science) are created with initial resources, methodological and personnel support provided by the National Sports Academy.
**HE Institutes**

**Table 12. Summary of HE institutes involved with Physical Education in Bulgaria**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Area</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Sports Academy (NSA)</td>
<td>Training in Physical Education and Sports.</td>
<td>Sofia</td>
<td>Depending on the degree</td>
</tr>
<tr>
<td></td>
<td>Bachelor, Master and Doctor’s degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 13. Timetable for students’ admission in National Sports Academy for 2017/2018 academic year in Bulgaria**

<table>
<thead>
<tr>
<th>Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission of application documents</td>
</tr>
<tr>
<td>from June 14 to July 6, from 8:30 to 16:30</td>
</tr>
<tr>
<td>June 17 and June 24, from 10:00 to 14:00</td>
</tr>
<tr>
<td>Conducting practical entrance exam for ‘Sport’ specialty</td>
</tr>
<tr>
<td>July 8 or July 9</td>
</tr>
<tr>
<td>Conducting the written test in general language knowledge for all specialties</td>
</tr>
<tr>
<td>July 10, 8:00 am. in the Rectorate</td>
</tr>
<tr>
<td>Conducting the written exam in Biology for Kinesitherapy</td>
</tr>
<tr>
<td>July 11, 08:00 am. in the Rectorate</td>
</tr>
<tr>
<td>Conducting practical complex entrance exam for the specialties-Physical education, Combat-applied physical training, Conditioning training, Sports management, Sports animation and Sports commentator</td>
</tr>
<tr>
<td>July 12 or July 13 pre-scheduled</td>
</tr>
<tr>
<td>Announcing the schedule-date, time and place for conducting the exams</td>
</tr>
<tr>
<td>One day before the specified date of the exam</td>
</tr>
<tr>
<td>Announcing the results of all practical and written exams</td>
</tr>
<tr>
<td>July 14</td>
</tr>
<tr>
<td>Receiving objections for technical errors</td>
</tr>
<tr>
<td>July 15</td>
</tr>
<tr>
<td>Announcing the ranking of all accepted students 1st order of the Rector, regular and part-time study</td>
</tr>
<tr>
<td>July 16</td>
</tr>
<tr>
<td>Registration of all accepted students regular and part-time study</td>
</tr>
<tr>
<td>from July 17 to July 22</td>
</tr>
<tr>
<td>Announcing 2nd order of the Rector, regular and part-time study</td>
</tr>
<tr>
<td>July 25</td>
</tr>
<tr>
<td>Registration of all accepted students by 2nd order of the Rector regular and part-time study</td>
</tr>
<tr>
<td>from July 25 to July 27</td>
</tr>
<tr>
<td>Submission of applications for paid study</td>
</tr>
<tr>
<td>from July 20 from August 28-August 30</td>
</tr>
</tbody>
</table>

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Other training courses/programs that provide basic employment qualifications for coaches and sports teachers:

Vocational education and training (VET)

Vocational education and training during the school year 2015/2016 was carried out in 22 art schools, 24 sport schools, 387 vocational gymnasiums and 36 vocational colleges with enrolment after secondary education. The total number of students in there was 135.6 thousand and in comparison with the previous year decreased by 5.5 thousand or by 3.9%.

Boys were predominant in vocational education and training and were 59.9% of the total number of students in this educational level.

The highest relative share in programmes for attainment of a third level professional qualification was for students who studied specialties in the field of ‘Engineering and engineering trades’ - 28.5%, followed by share of those in the ‘Personal services’ - 17.8%.

In the programmes for attainment of a second level professional qualification leading fields of education was the ‘Engineering and engineering trades’ (28.2%) and ‘Personal services’ (23.3%).

During the present school year the total number of teachers working in VET schools was 12.2 thousand, of which 94.2% were high educated with education-qualification degree ‘Bachelor’ or ‘Master’.

In the past 2015, 23.3 thousand persons graduated with attainment of diploma for secondary education in art schools, sport schools, vocational gymnasiums and vocational schools. Level of professional qualification was acquired by the following number of student in the respective programmes:

- 378 students acquired first level of professional qualification in vocational schools and classes with enrolment after VI, VII and VIII grade;
- Second and third level of professional qualification in 2015 were acquired respectively by 3.7 and 14.7 thousand;
- 661 students acquired fourth level of professional qualification in colleges with enrolment after secondary education.

During the 2015/2016 school year 1 631 students were enrolled in 50 private VET schools, which was only 1.2% of the total number of students in the vocational education.

In programmes for vocational training against payment in Vocational Training Centres, vocational gymnasiums and vocational colleges the number of enrolments aged 16 or more years was 9.1 thousand. According to the level of professional qualification, their distribution was the following: first level - 4.6 thousand, second level - 2.1 thousand, third level - 2.4 thousand and forth - 13 persons.
Table 14. Distribution of students per educational level, Bulgaria

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>5164</td>
<td>5067</td>
<td>5060</td>
<td>4975</td>
<td>4964</td>
</tr>
<tr>
<td>Kindergartens</td>
<td>2112</td>
<td>2070</td>
<td>2051</td>
<td>1991</td>
<td>2002</td>
</tr>
<tr>
<td>General and special schools</td>
<td>2144</td>
<td>2112</td>
<td>2097</td>
<td>2087</td>
<td>2078</td>
</tr>
<tr>
<td>Primary (I - IV grade)</td>
<td>156</td>
<td>153</td>
<td>150</td>
<td>150</td>
<td>152</td>
</tr>
<tr>
<td>Basic (I - VIII grade)</td>
<td>1431</td>
<td>1402</td>
<td>1393</td>
<td>1386</td>
<td>1381</td>
</tr>
<tr>
<td>Lower secondary (V - VIII grade)</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Upper secondary (IX - XIII grade)</td>
<td>139</td>
<td>140</td>
<td>140</td>
<td>137</td>
<td>133</td>
</tr>
<tr>
<td>Secondary general (I - XIII grade )</td>
<td>406</td>
<td>406</td>
<td>406</td>
<td>407</td>
<td>405</td>
</tr>
<tr>
<td>Vocational schools</td>
<td>499</td>
<td>494</td>
<td>488</td>
<td>481</td>
<td>469</td>
</tr>
<tr>
<td>Art schools</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Sport schools1</td>
<td>22</td>
<td>19</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Vocational gymnasiuns</td>
<td>414</td>
<td>416</td>
<td>402</td>
<td>394</td>
<td>387</td>
</tr>
<tr>
<td>Vocational colleges</td>
<td>36</td>
<td>37</td>
<td>39</td>
<td>40</td>
<td>36</td>
</tr>
<tr>
<td>Vocational training schools</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vocational Training Centres2</td>
<td>356</td>
<td>338</td>
<td>371</td>
<td>362</td>
<td>361</td>
</tr>
<tr>
<td>Higher schools 3</td>
<td>53</td>
<td>53</td>
<td>53</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Independent colleges</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Colleges, at the universities</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Universities and equivalent higher schools</td>
<td>45</td>
<td>45</td>
<td>45</td>
<td>46</td>
<td>50</td>
</tr>
</tbody>
</table>

1 Centres conducting programmes for attaining of professional qualification.
2 Includes universities and equivalent higher schools and independent colleges.

Table 15. Pupils and students by level of International Standard Classification of Education (ISCED 2011), Bulgaria

<table>
<thead>
<tr>
<th></th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
<th>2014/15</th>
<th>2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1293961</td>
<td>1294682</td>
<td>1303836</td>
<td>1284910</td>
<td>1249109</td>
</tr>
<tr>
<td>Pre-primary education (ISCED - 0)</td>
<td>227971</td>
<td>235015</td>
<td>240622</td>
<td>241123</td>
<td>232025</td>
</tr>
<tr>
<td>Primary education (I - IV grade, ISCED - 1)</td>
<td>252372</td>
<td>253675</td>
<td>258840</td>
<td>261793</td>
<td>261969</td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Lower secondary education (V - VIII grade, ISCED - 2)</td>
<td>221274</td>
<td>221839</td>
<td>220934</td>
<td>217155</td>
<td>216451</td>
</tr>
<tr>
<td>Vocational training for adults - first level professional qualification (ISCED - 2)</td>
<td>11219</td>
<td>13637</td>
<td>11176</td>
<td>6509</td>
<td>4593</td>
</tr>
<tr>
<td>Vocational training - first level professional qualification, after VIII grade (ISCED - 3)</td>
<td>841</td>
<td>1011</td>
<td>831</td>
<td>988</td>
<td>992</td>
</tr>
<tr>
<td>Upper secondary education (IX - XIII grade, ISCED - 3)</td>
<td>281671</td>
<td>272487</td>
<td>268395</td>
<td>267540</td>
<td>260515</td>
</tr>
<tr>
<td>Vocational training for adults - second level professional qualification (ISCED - 3)</td>
<td>4062</td>
<td>4272</td>
<td>7300</td>
<td>3789</td>
<td>2109</td>
</tr>
<tr>
<td>Vocational training for adults - third level professional qualification (ISCED - 3)</td>
<td>6660</td>
<td>6323</td>
<td>10278</td>
<td>5417</td>
<td>2427</td>
</tr>
<tr>
<td>Post-secondary non-tertiary education (ISCED - 4)</td>
<td>2804</td>
<td>2381</td>
<td>2001</td>
<td>1618</td>
<td>1308</td>
</tr>
<tr>
<td>Vocational training for adults - fourth level professional qualification (ISCED - 4)</td>
<td>92</td>
<td>83</td>
<td>165</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Tertiary education (ISCED - 6, 7, 8)</td>
<td>284995</td>
<td>283959</td>
<td>283294</td>
<td>278953</td>
<td>266707</td>
</tr>
<tr>
<td>Education in colleges - Professional bachelor degree (ISCED - 6)</td>
<td>2 16210</td>
<td>14688</td>
<td>15072</td>
<td>15244</td>
<td>2 11619</td>
</tr>
<tr>
<td>Education in universities and equivalent higher schools - Bachelor degree (ISCED - 6)</td>
<td>184069</td>
<td>180949</td>
<td>176344</td>
<td>171458</td>
<td>166746</td>
</tr>
<tr>
<td>Vocational training for adults - fourth level professional qualification (ISCED - 4)</td>
<td>92</td>
<td>83</td>
<td>165</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Tertiary education (ISCED - 6, 7, 8)</td>
<td>284995</td>
<td>283959</td>
<td>283294</td>
<td>278953</td>
<td>266707</td>
</tr>
</tbody>
</table>

1 Incl. students in vocational gymnasiums and colleges.

2 The number of students decreased significantly due to the conversion of an independent private college into university and pass over the relative students from educational-qualification degree ‘Professional Bachelor’ into ‘Bachelor’ degree.
Sports for all

The conception for promoting the development of Sports for All, issued by the Ministry of Sports in 2014, involves objectives such as: optimizing structures for the management of sports for all; increasing and/or reallocation of available financial resources; extending and improving the quality of sports infrastructure; ensuring all citizens have access to opportunities to engage in physical activity; developing and implementing targeted programmes and documents for physical activity promotion; and developing Sports for All, with a focus on key target groups. The government programme for the sustainable development of the Republic of Bulgaria also includes provision for physical activity, and the NPPNCD encourages uptake of physical activity, in order to reduce the prevalence of non-communicable diseases, such as cardiovascular diseases and diabetes.

Sports in school education

General education

As of 1.10.2015 there were classes in 2014 general education schools 2. Out of these 151 were primary schools, 1 322 - basic schools, 7 - lower secondary schools, 133 upper secondary and 401 - secondary general schools. In comparison with the previous school year, because of closure or modification, the total number of general education schools decreased by 5. The students were 602.2 thousand, of which 102.0 thousand were enrolled in schools in the rural areas. In comparison with the previous school year the students in this educational programme decreased by 2.2 thousand or by 0.4%. There were 21 pupils on average for one class in the daily general education schools.

![Figure 4. Enrolments in general education schools by group of grades in Bulgaria](image-url)
History of the Bulgarian sports schools after 1990

By 1990 in the country existed 36 sports schools. In 1991 changes were made in the system, the number of students and the number of sports, in order the number of classes should not exceed 360 and number of students - 9600. There remained 20 sports schools. At the end of 1992 came a proposal for a new change in the system and from 20 sports schools with 8,000 students remained 9 with 4575 students, allowing municipalities to reveal additional sports classes by taking their financial maintenance.


In 2004, School of Sports “Gen. Vladimir Stoychev” is defined as a secondary authorizing administrator with a budget appropriation to the MYS. Till that moment, it was under the submission of the Ministry of Education and Science.

In 2008 21 sports schools functioned in the country - 1 state school and 20 municipal schools, territorial distributed as follows:

Sofia City - 3; Northern Bulgaria - 8 in Pleven, Rousse, Varna, Vratsa, Dobrich, Silistra, Targovishte and Razgrad; South Bulgaria - 10 in Plovdiv, Burgas, Khaskovo, Sliven, Samokov, Chepelare, Stara Zagora, Yambol, Pernik and Kyustendil. In 2008 the Council of Ministers accepted the so-called delegated budgets of schools, abbreviating from the state of the State Agency for Youth and Sports 293 teachers of sports and sports specialists in sports schools. With the introduction of delegated budgets eliminated commitment SAYS regarding financing the states of the sports schools and finally no option to control sports training from the Agency, and later the Ministry of Physical Education and Sports.

With its establishment in 2009, the Ministry of Physical Education and Sport puts a high priority revival of sports schools and turning them into major units for preparation of elite athletes.

The emphasis is on creating a network of state sports schools, in the biggest regional centers of the country where to create conditions for a highly educational - training process.

Priority is the improvement of facilities, living conditions in sports schools and hostels, provision of quality nutrition and recovery, creating opportunities for double training process and ensuring the preparation of athletes in a sports camps.

Under the terms were made the following activities about optimizing the activities of sports schools:
There were made changes in the Physical Education and Sports and the Implementing Regulations of the Law on Physical Education and Sports, which created the following options:

- Conversion of municipal sports schools in state schools, funded from the state budget through the Ministry of Physical Education and Sports, which creates conditions for the implementation of the policy of establishing a network of state sports schools, in terms of construction of elite athletes;
- approval of the state plan for admission of sports schools by the Minister of Physical Education and Sports and balancing reception through coordination between sports schools, sports clubs and Bulgarian sports federations;
- acquiring professional qualification of students in sports schools in the professions “Trainer assistant”, “Assistant fitness instructor” and “Organizer of sporting events and championships,” which is a premise for attracting more and better young athletes for their successful realization in life;
- regulation of relations between sports schools, sports clubs and Bulgarian sports federations focusing on the role of the Bulgarian sports federations to form a development policy of sport in sports schools.

“Concept for the development of sports schools in Bulgaria” is developed and established in 2010. It sets out approaches and actions defining strategic and operational objectives and actions to achieve them, principles, partners, organization, types of insurance and performance criteria.

“Ordinance №1 from May 17, 2011 is accepted about the terms and conditions for admission and sports training students in sports schools” in which for the first time the relations between sports schools, sports clubs and Bulgarian sports federations are regulated to conduct of sports training students in sports schools. That was amended in 2012, opportunities for regulation and planning of sports training are created, according to the annual sports calendar of Bulgarian sports federations and the formation of groups of students in achieving the sports training.

There were made amendments in Ordinance № 4 of 16.04.2003 on the documents public education system, and regulate the planning of sports training according to state and international sports calendar of BSF in Acta annual planning and reporting the training and competitive process.

The curriculum sports training for sports schools are updated, new curriculum is developed, from the Bulgarian sports federations proposal.

“Evaluation system of students results in sports training in sports schools,” is developed which includes evaluation norms of physical properties and special performances of athletes in 29 sports included in the curriculum of sports schools from 5-th to 12-th grade in gender, categories and disciplines. Through this system new conditions are established for assessing the performance of students in sports training and tracking the dynamics in the development of physical qualities for the sport performance in different periods of the training process.
In implementing the policy of MPES for creating a base of state sports schools with complex conditions for highly educational and training process is carried out a process of transformation of municipal sports schools in state ones.

By 2011, the sports schools in the country are 21, 20 are municipal and the other one is a state sports school. In the academic year 2011-2012 is opened a municipal sports school in Sandanski and for the school year 2012-2013 was approved state plan reception for the newly opened municipal sports school in Veliko Tarnovo.

At present in Bulgaria operate 23 sports schools, 19 municipal and 4 state (“Gen. Vl. Stoychev” (Sofia), “M Dr. Atanas Uzunov” (Rousse); “Georgi Benkovski” (Pleven), G. Benkovski “(Varna) “Yuri Gagarin” (Burgas), financed from the state budget through the budget of the Ministry of Physical Education and Sports. In process of transformation is the School of Sports” Vasil Levski” Plovdiv. During the current school year 6,800 students train in sports schools in 29 different sports.

Physical activity in schools

It is mandatory for Bulgarian primary schools to provide 3 hours of compulsory PE in grades 1, 2, and 7–12. In grades 3–6 it is mandatory for primary schools to provide 3.5 hours of PE. A scheme is currently in place for after-school health enhancing physical activity (HEPA) promotion programmes, entitled “The school — territory of the students”. In addition, national and international competitions are held to encourage pupils to engage in physical activity. These initiatives are overseen by the Ministry of Education and Science and their aim is to promote physical activity and the uptake of regular sports among pupils as part of a healthy and active lifestyle. It is envisaged that several national schemes will be created within the NPPNCD in the near future, including a national scheme for active school breaks during and between lessons, a national scheme to promote active travel to school, as well as a national scheme for after-school HEPA promotion. Sports Clubs for Health guidelines have been implemented in 950 different sports clubs across the country, with support for these clubs provided by the Bulgarian Sports for All Association.

Table 16. Physical education in schools in Bulgaria

<table>
<thead>
<tr>
<th>Primary school</th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 1-2</td>
<td>3</td>
</tr>
<tr>
<td>Grades 3-4</td>
<td>3,5</td>
</tr>
<tr>
<td>Junior High School</td>
<td></td>
</tr>
<tr>
<td>Grades 5-6</td>
<td>3,5</td>
</tr>
<tr>
<td>Grade 7</td>
<td>3</td>
</tr>
<tr>
<td>Upper High School</td>
<td></td>
</tr>
<tr>
<td>Grades 7-12</td>
<td>3</td>
</tr>
</tbody>
</table>

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
Education in the republic of Bulgaria for 2015/2016 school year

The main results from the National Statistical Institute (NSI) annual comprehensive studies characterizing the activity of educational institutions are as follows:

- In the 2015/2016 academic year in kindergartens are enrolled 232.0 thousand children or with 3.8% less in comparison with the previous year.
- In primary education (I - IV grade) 262.0 thousand pupils were enrolled and in the lower secondary (V - VIII grade) - 216.4 thousand.
- In 2015, high school graduates in general and vocational schools are respectively 27.0 and 23.3 thousand students.
- Enrolled in the varying degrees of higher education in 2015/2016 academic year are 266.7 thousand.
- Continues the trend for increasing the number of Ph.D. students, as of 31.12.2015 for acquiring educational and scientific degree ‘Doctor’ in the country trained 6 750.

Promotion of sports in schools

Student games are a major activity in the field of sport at school. They are part of the state policy for the organization of competitions for the development of individual sports skills and talents of the students. School games create conditions for practicing sport, formation of school teams through voluntary participation in organized forms of sports competition activities, opportunities to differentiate school teams to participate in international competitions - World Students Championship, organized by the International School Sport Federation (ISF) and implement measures to protect children gifted in sport, in accordance with the terms and conditions.

Bulgarian Association Sport for Students (BASS) - Rules of International Activities

These rules govern the participation of Bulgarian school teams in World Schools Championship, organized and conducted by the International School Sport Federation / ISF /.

Competitions

World Schools Championship (WSC) are held as follows:

Odd year: basketball, soccer, swimming, tennis, athletics cup “Jean Humbert”, orienteering, rhythmic gymnastics, swimming, athletics and demonstration sports /.

Even year: skiing, handball, volleyball, cross country, badminton, table tennis and basketball 3x3.
In sports: table tennis, badminton, swimming and athletics except school teams are allowed to participate in selected mixed teams.

**Participation**

The right to participate have the teams won 1-st place in the finals of the Student Games in sports- athletics, basketball, volleyball, handball, football, table tennis and badminton in the national school tournament sports - cross country, gymnastics, tennis, futsal, skiing and swimming. BASS send a letter of invitation to the school-leader and expects written response till 20-th August. If the response is negative the 2-nd placed school is invited.

The team must be composed of students from the same school who are educated in mainstream programs. The teams are constructed in sports, as follows:

- **athletics** - 6 players, 1 coach / teacher
- **basketball** - 12 players, 2 coaches / teachers, 1 judge
- **volleyball** - 12 players, 2 coaches / teachers, 1 judge
- **handball** - 14 players, 2 coaches / teachers
- **soccer** - 18 players, 2 coaches / teachers, 1 judge
- **table tennis** - 4 players, 1 coach / teacher, 1 judge
- **badminton** - 4 players, 1 coach / teacher, 1 judge
- **swimming** - 6 players, 1 coach / teacher
- **tennis** - 6 players, 1 coach / teacher
- **skiing** - 5 players, 1 coach / teacher
- **cross country** - 6 players, 1 coach / teacher
- **basketball 3x3** - 4 players, 1 coach / teacher

Participants in World Students Championships should be insured.

**Age**

Right to participate in competitions have students 15-18 years old. In sports, such as tennis, badminton, table tennis and more 14 year old participants are allowed.

**Financing**

All participating teams are self-financing. The participation in WSC according the rules of the ISF costs 50 € per day / boarding /.
Deposit of 100 € / 2 boardings / per participant shall be transferred to the BASS account.

Duties of bass

BASS is the organization that leads the official correspondence with the ISF and the organizers of the WSC / World Schools Championship /. Every year BASS as a full member of the International School Sport Federation / ISF / pays dues.

Three months in advance BASS, organizes a meeting with representatives of participating schools for clarification of the rules and requirements of the ISF.

Board of BASS confirms leader of the delegation, this must be a member of the Board, an employee of the Ministry of Education and Science or MYS.

On his returning the leader presents a performance report of the team, participated in WSC.

BASS provides outfits, badges and flags to the teams involved. BASS recommends travel agency - M.C. Travel - tel.986 86 80, fax - 986 86 82.

Bulgarian Association Sport for Students (BASS) is a voluntary association of sports clubs and other sports organizations carrying out activities to develop physical ability and health of students in Bulgaria. Chairman of the Bulgarian Association Sport for Students is the basketball national player Julia Boyanova. The establishment of such a structure is caused by the low level of sport in schools neglected base and the reduced interest in sport among teenagers. The Association’s purpose is to return children to sports grounds, involving physical education teachers to realize these goals. Financially supported by the Ministry of Youth and Sports(MYS). BASS will try to restore the sports base and create a new one.

Bulgarian association sport for students aims to:

- promote and develop sport for students as one of the decisive factors in improving health and physical ability among teenagers.
- unite and coordinate the efforts and the overall activity of its members to create conditions, opportunities for increasing physical development and activity, health promotion for students and multilateral development of personality.
- establish direct contacts and cooperation with similar national and international organizations in achieving common goals in the field of sport for young people.
- cooperate with state authorities and municipalities in support of the fight against doping and violence in sport.
- To support and promote new methods and approaches in education and attitudes towards sports of the young generation.
### 2.4. LATVIA

#### Sports system

In Latvia, at the national level, the regulation of the field of sport is determined by the **Sports Law**\(^1\) which was adopted in 2002, with its goal being to establish the general and legal foundations for the organization and development of sport, sports organizations, the mutual relations between state and local government institutions and the primary tasks for developing sport and the foundations for sports funding, as well as the principles to be observed on joining the international sporting movement.

In 2013, the Latvian government approved Latvia’s Sports Policy Guidelines 2014-2020\(^2\) (hereon in the text – guidelines) – a medium term planning document. The guidelines include the primary principles for sports policy, the goals, directions, etc.

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\(^1\) Spota likums [tiešsaiste]. Pīeejams: [https://likumi.lv/doc.php?id=68294](https://likumi.lv/doc.php?id=68294)

target groups and priorities, areas for action and the tasks for achieving goals and solving problems in sports policy.

The sports policy leitmotif defined in the guidelines is "Sports – for the Quality of Life". The policy directions for sport defined in the guidelines are: 1) Children’s and Youth Sports, 2) Sports for All, 3) High Performance Sports, and 4) Modified Sports. The development of "Children’s and youth sports" and "Sports for All" have been acknowledged as the priority directions in sports policy.

Latvia’s sporting management structure

The Republic of Latvia’s Ministry of Education and Science [MES] has developed a theoretical model for a management system for the area of sport, which incorporates state, local government, non-government organizations and businesses (figure)³

The Republic of Latvia’s Saeima Education, Culture and Science Committee’s Sports Sub-committee is the leading institution in the sports management system. In Latvia, the Cabinet of Ministers exercises executive power and has a broad area of responsibility, including the right to decide important issues in the field of sport.

The Latvian National Sports Council, headed by its chairperson, the Prime Minister, is a community consultative institution which was created to facilitate cooperation between government and non-government sporting organizations.

The Ministry of Education and Science’s regulations state that it is the leading government administrative institution in the education, science and sports field.

The State Secretary is in charge of managing the administration of the Ministry of Education and Science. The State Secretary has jurisdiction over the Sports and Youth Department.

Ministries from other areas are included within the Latvian sports management system and have certain areas of responsibility for the achievement of goals in the field of sports. They are the Ministry of Health, the Ministry of Welfare, the Ministry of Defence, the Ministry of the Interior, and the Ministry of Finance.

The Latvian Association of Local and Regional Governments undertakes the coordination of Latvia’s local councils in the field of sports and represents their common interests.

The Ministry of Education and Science has holdings in 5 State companies. The Ministry of Education and Science has jurisdiction over the Latvian Academy of


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Sports Education. The Murjāņi Sports Gymnasium and the Latvian Sports Museum are subordinate institutions of the MES.

The majority of the organizations which are involved in the sports management system are non-government organizations. Non-government sports organizations have been established and operate in local communities, towns and regions, and have merged into 87 recognized sporting federations in accordance with the principles of the Sports Law. The Ministry of Education and Science’s most important cooperation partners are such non-government organizations as the Latvian Olympic Committee, the Council of Latvian Sports Federations, the Latvian Paralympic Committee, the Latvian School Sport Federation and the Latvian Sports Educational Institution Directors’ Council. The government has entrusted 56% of state funding for sport to non-government organizations to undertake tasks delegated by the state or determined by the Sports Law. The role of sporting organizations in the administration of the funding allocated from the state budget to sport is consolidated in this way.

An important role in the national development of sport has also been allocated to local councils (119 in total). Section 15 of the Law on Local Governments prescribes the autonomous functions of local councils: “to ensure access to health care, as well as to promote a healthy lifestyle of residents and sport”. Each local council implements the functions determined by law in line with their discretion and financial possibilities, taking on employees responsible for sport, establishing sports centres, sports school, buildings and maintaining sporting facilities, supporting sporting organizations and sports events.

Professional orientation sports educational institutions - sports schools, also have an important role in the development of children’s and youth sport. In the 2016/2017 study year, there were 68 sports schools operating in Latvia.

Sports in national & local level

Demographic data -- population

According to data from the Central Statistical Bureau, at the beginning of 2016, the population of Latvia was 1,968,957, with 22,860 people living in the Jelgava District.

Sport clubs


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**Table 17. Sports Clubs in Latvia and Jelgava, 2015-6**

<table>
<thead>
<tr>
<th></th>
<th>Latvia</th>
<th>Jelgava District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sporting organizations</td>
<td>825</td>
<td>2</td>
</tr>
<tr>
<td>Professional orientation sports educational institutions (sports schools)</td>
<td>89</td>
<td>1</td>
</tr>
<tr>
<td>Sports clubs</td>
<td>380</td>
<td>2</td>
</tr>
<tr>
<td>Total number involved in sport</td>
<td>41,044</td>
<td>523</td>
</tr>
<tr>
<td>Sport employees-specialists</td>
<td>4,148</td>
<td>29</td>
</tr>
<tr>
<td>Sports organizers</td>
<td>852</td>
<td>9</td>
</tr>
<tr>
<td>Coaches</td>
<td>1,709</td>
<td>10</td>
</tr>
<tr>
<td>Sports teachers or presenters</td>
<td>1,587</td>
<td>10</td>
</tr>
</tbody>
</table>

The most popular sports in Latvia are football and basketball according to data from 2015 provided by the Council of Latvian Sports Federations:

**Table 18. Number of employees per Sport in Latvia, 2015**

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>15,405</td>
</tr>
<tr>
<td>Basketball</td>
<td>11,282</td>
</tr>
<tr>
<td>Hockey</td>
<td>5,495</td>
</tr>
<tr>
<td>Volleyball</td>
<td>5,330</td>
</tr>
<tr>
<td>Floorball</td>
<td>3,409</td>
</tr>
<tr>
<td>Handball</td>
<td>1,595</td>
</tr>
</tbody>
</table>

Educational institutions

HE institutes involved with Physical Education:

Two higher educational institutions in Latvia – the Latvian Academy of Sports Education and the University of Latvia train sports specialists.

The Latvian Academy of Sport Education is the only educational institution of a specialized university type in Latvia that trains sport specialists.

The Latvian Academy of Sport Education is a state higher education institution that implements accredited study programmes to train specialists to work in education, sport, state, municipal institutions and organizations as they have the necessary knowledge, skills and abilities to lead and organize education, sport, health promoting and other activities.

LASE graduates are trained specialists to work in education, sports, state and local government institutions, organizations and business companies, as they have acquired knowledge, skills and abilities necessary to run and organize education, sport, health strengthening and other activities.

During the 95 years of its existence about 10,000 sport specialists have graduated from the Latvian Academy of Sport Education.

<table>
<thead>
<tr>
<th>Name</th>
<th>Latvian Academy of Sport Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>Certificate (college level) professional higher education program “Education and Sport Specialist”</td>
</tr>
<tr>
<td>Area</td>
<td>Brīvības street 333, Riga, Latvia, LV-1006</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>Program aim:</td>
</tr>
<tr>
<td></td>
<td>1. To train sports coaches (trainers), to promote their mental and physical development, to develop a free, responsible and creative individual.</td>
</tr>
<tr>
<td></td>
<td>2. To provide conditions and promote future coaches’ (trainers’) acquiring of knowledge and skills in correspondence with sports coach fourth qualification level standard requirements, to facilitate development of competitive professionals.</td>
</tr>
<tr>
<td></td>
<td>3. To facilitate motivation to further educate to acquire second level professional higher education and fifth level professional qualification</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>National Overview LATVIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course title</strong></td>
</tr>
<tr>
<td><strong>Area</strong></td>
</tr>
</tbody>
</table>
| **Short learning overview** | Programme aim: To provide professional studies in sports science in correspondence with the state economic, cultural and social needs. Professional qualification to be acquired: EDUCATION AND SPORT SPECIALIST with two qualifications:  
  - a sports teacher and a sports manager,  
  - a sports teacher and a recreation specialist,  
  - a senior coach of a definite sport and a sports manager,  
  - a sports teacher and a senior coach of a definite sport,  
  - a senior coach of a definite sport and a recreation specialist. |
| **Duration**             | 2 years |
| **Website**              | https://www.lspa.lv |

<table>
<thead>
<tr>
<th>Course title</th>
<th>Professional Bachelor higher education programme &quot;Physiotherapy&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area</strong></td>
<td>Brīvības street 333, Riga, Latvia, LV-1006</td>
</tr>
<tr>
<td><strong>Short learning overview</strong></td>
<td>Professional qualification to be acquired: PHYSIOTHERAPIST with specialisation in the sports field. Programme aims: To provide professional studies in rehabilitation field corresponding to Latvia state economic and social needs, providing it with qualified and professionally trained physiotherapy specialists.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>4 years (8 semesters)</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="https://www.lspa.lv">https://www.lspa.lv</a></td>
</tr>
<tr>
<td>Course title</td>
<td>Professional Master higher education program “Health Care Specialist in Sport”</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Area</td>
<td>Brīvības street 333, Riga, Latvia, LV-1006</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>Study programme “Health care specialist in sport” is:</td>
</tr>
<tr>
<td></td>
<td>to ensure the country’s economic, cultural and social needs corresponding professional interdisciplinary studies in the field of health care and sports science;</td>
</tr>
<tr>
<td></td>
<td>to ensure in health care and sports science theoretical basis rooted, to professional standards corresponding, practically applicable professional studies of sports physiotherapist or adapted physical activities specialist in rehabilitation</td>
</tr>
<tr>
<td>Duration</td>
<td>2 years</td>
</tr>
<tr>
<td>Website</td>
<td><a href="https://www.lspa.lv">https://www.lspa.lv</a></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Course title</td>
<td>Professional Master higher education programme &quot;Sport Science&quot;</td>
</tr>
<tr>
<td>Area</td>
<td>Brīvības street 333, Riga, Latvia, LV-1006</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>The programme aims:</td>
</tr>
<tr>
<td></td>
<td>• To provide professional studies in sports science in correspondence with the state economic, cultural and social needs in the context of sports science.</td>
</tr>
<tr>
<td></td>
<td>• To provide professional studies based on sports science theories, corresponding to professional standard, practically applicable for education and sport specialist.</td>
</tr>
<tr>
<td>Duration</td>
<td>1 year 7 months (4 semesters)</td>
</tr>
<tr>
<td>Website</td>
<td><a href="https://www.lspa.lv">https://www.lspa.lv</a></td>
</tr>
<tr>
<td>Course title</td>
<td>Academic Doctoral higher education programme &quot;Sport Science&quot;</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Area</td>
<td>Brīvības street 333, Riga, Latvia, LV-1006</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>Development of sports science in Latvia, providing a possibility for Doctoral students to obtain internationally comparable competence in sports science and internationally comparable PhD degree. Acquiring of theoretical knowledge, research skills and abilities in sports science and in related fields of science – pedagogy, psychology, biology, physiology, biochemistry, biomechanics, medicine, etc. Development of a Doctoral student's personality for work in education institutions. Acquiring of study and research organisation and management principles</td>
</tr>
<tr>
<td>Duration</td>
<td>3.5 years (8 semesters)</td>
</tr>
<tr>
<td>Website</td>
<td><a href="https://www.lspa.lv">https://www.lspa.lv</a></td>
</tr>
</tbody>
</table>

The other University involved with Physical Education is the University of Latvia’s Faculty of Education, Psychology and Art⁹.

<table>
<thead>
<tr>
<th>Name</th>
<th>University of Latvia’s Faculty of Education, Psychology and Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>Sports teacher - professional bachelor study programme</td>
</tr>
<tr>
<td>Area</td>
<td>Faculty of Education, Psychology and Art, Rīga, Jūrmalas gatve 76</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>The main study courses in this sub-programme are teaching methods for different sports, education, psychology, physical education theory and methods, human anatomy, physiology and courses of study in health education.</td>
</tr>
<tr>
<td>Duration</td>
<td>4 years (8 semesters)</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.lu.lv">www.lu.lv</a></td>
</tr>
</tbody>
</table>

⁹Latvijas Universitāte [tiešsaiste]. Pieejams. http://www.lu.lv/gribustudet/katalogs/programmu-mekletajs/?user_phpfileexecutor_pi1%5Bprogram_id%5D=204C4

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**Table 19. Summary table of HE institutes involved with Physical Education, Latvia**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Area</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Certificate (college level) professional higher education program “Education and Sport Specialist”</td>
<td>Riga</td>
<td>2 years</td>
</tr>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Professional Bachelor higher education program “Sport Science”</td>
<td>Riga</td>
<td>4 years</td>
</tr>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Professional Bachelor higher education program “Physiotherapy”</td>
<td>Riga</td>
<td>4 years</td>
</tr>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Professional Master higher education program “Health Care Specialist in Sport”</td>
<td>Riga</td>
<td>2 years</td>
</tr>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Professional Master higher education program “Sport Science”</td>
<td>Riga</td>
<td>1 year 7 months</td>
</tr>
<tr>
<td>Latvian Academy of Sport Education</td>
<td>Academic Doctoral higher education program &quot;Sport Science&quot;</td>
<td>Riga</td>
<td>3.5 years</td>
</tr>
<tr>
<td>University of Latvia’s Faculty of Education, Psychology and Art</td>
<td>Sports teacher - professional bachelor study program</td>
<td>Riga</td>
<td>4 years</td>
</tr>
</tbody>
</table>

**Sports for all**

In Latvia, the sports for all activities are provided by non-government organizations—sporting type federations. The Association For International Sports for All, and local councils organize their own local government sporting activities and involve local residents, as well as the private sector in them.

Sports for all events are mainly pay-as-you-go events, which provide the opportunity to take part in sporting activities at sports clubs, fitness gyms, as well as in competitions. Various sports for all competitions are popular in Latvia – running – “Skrien Latvija”, the “Stirnu buks” open terrain running competitions, cycling - SEB MTB cycling series, a series of orientation competitions and Nordic walking events. Young people are attracted to the summer streetball, football and floorball street tournaments “Ghetto Games”. The largest sporting events attract a major sponsor which is also usually reflected in the naming of the event – for example, the “Lattelekom Rīga Marathon” or the “SEB MTB Marathon”.

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The Lattelecom Rīga Marathon which attracted 33,600 participants from 65 countries, has been recognized as the most important sports event of 2016.

People in Latvia are still insufficiently physically active – one in three residents does not take part in sporting activities at all (39% never participate in sport, Eurostat, 2013).

E. Fogelis, the Chairman of the Council of Latvian Sports Federations made the comment about sports for all in Latvia - “In observing the trends taking place in Latvia today, it is obvious that in recent years sports for all events have been developing a great deal. Perhaps not among the very youngest residents, but the section of the community aged from 27, right up to 70 years of age, has become particularly active. Without a doubt, these people have greater possibilities of affording high quality sporting inventory and to reach competition sites more comfortably. They have a more marked desire to be together with others like them and, based on their own experience, it is easier to evaluate and recognize what these physical activities contribute, even if one is already generally active in one’s everyday work, useful to society and ready to work effectively.”

In 2016, the Council of Latvian Sports Federations, in collaboration with partners in the AGON Project from the Czech, Estonian, Latvian, Lithuanian and Polish sporting organizations and the International Floorball Federation, developed recommendations for Good Governance for Sports for All.

The goal of these recommendations is to provide events to help in the improvement of a systematic approach which is needed for the promotion of an active lifestyle and an improvement in community health by involving children and adults in sports activities. The recommendations are addressed at state and local government institutions, sports organizations and businesses which support and organize sporting events at a national — European Union member state — level.

These recommendations are structured in three areas of activity:

1. **Cooperation** – between the public sector, non-government organizations and the private sector with the goal of promoting the involvement of the community in sports for all activities, as well as ensuring the necessary legislative regulation, organizing joint events and similar.

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2. **Infrastructure and resources** – access to sports halls and outside sporting infrastructure, and funding for sports for all organizations and activities.

3. **Popularization and involvement of people in sports for all** – promotion of an active lifestyle with the assistance of the media and marketing, attracting coaches and participants and involving different generations in sporting activities.

In the Jelgava District, sports for all takes place within the District’s territory, through the provision of sporting infrastructure facilities for the use of the district’s residents, at no cost, or for a small financial contribution. The institution responsible for sport in the district is the Jelgava District Sports Centre, which organizes and manages work involving sport in the district’s territory. The Sports Centre organizes competitions for district residents in basketball, volleyball, football, beach volleyball, board games, orienteering, open terrain runs, district winter and summer sports festivals, sporting activities for veterans and school competitions for young people. Competitions for school children, as well as sporting activities at the sports school are also organized\(^\text{12}\).

**Sports in school education**

In Latvia, the “Regulations Regarding the State Standard in Basic Education, the Subjects of Study Standards in Basic Education and Model Basic Educational Programmes” prescribe the compulsory content and the basic requirements for learning the “Sports” subject in basic general education and secondary general education\(^\text{13}\). To learn the subject, 2 lessons per week are required in the basic education stage, and 3 sports lessons per week in the secondary education stage.

**Table 20. Physical Education in schools in Latvia**

<table>
<thead>
<tr>
<th>Elementary school</th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All classes</td>
<td>3</td>
</tr>
<tr>
<td>Secondary school</td>
<td><strong>Physical education (hours per week)</strong></td>
</tr>
<tr>
<td>All classes</td>
<td>2</td>
</tr>
</tbody>
</table>


\(^{13}\) SPORTS Pamācībām mācību priekšmeta programmas paraugs .Izglītības satura un eksaminācijas centrs, 2008. 50 lpp
The teaching content is made up of four components: “Knowledge and Understanding in Sport”, “Basic Skills in Exercises and Drills for Types of Sports”, “Development of Physical Capacity for Consolidating and Improving Health” and “Basic Skills Required for Community and Personal Life.”

Section 4 of the Sports Law prescribes the areas of responsibility of educational institutions in the field of sport – “An educational institution shall promote the organisation of sports activities after the termination of the compulsory educational process and with its own sports facility and equipment shall provide primarily the educates of the institution with extracurricular sports activities and only thereafter shall provide other persons with sports activities.”

After school hours, students have an opportunity to get involved in interest educational groups in sport, sports school activities in a particular sport and training offered by sports clubs in the selected sport. Depending on the particular type of sport, local councils, or private, state or local government sector – the activities are free or at a cost.

Latvia also has a specialized sports boarding school – the Murjāņi Sports Gymnasium. It is located at Murjāņi in the Sēja District. Since 1980, the gymnasium has had an affiliate at Jūrmala which develops young rowers. There are a number of sports departments at Murjāņi - luge, cycling, athletics, volleyball, handball with students gaining a general secondary education here as well. Students from years 8-12 study here. More than 70 Olympic Games participants, as well as tens of medallists at World and European Championships have graduated from this educational institution.

In the Jelgava District, sporting activities in local government sport schools, like volleyball, football, athletics, orienteering, freestyle wrestling, as well as at district sports clubs – floorball and rugby, are free of charge.

Regular competitions between schools are held in local government areas and districts – student sports games. In the Jelgava District, competitions take place throughout the study year, 3-4 times a month. The Jelgava District also participates in the Zemgale Region Student Sports Games, which are held between 9 districts.

The Latvian School Sport Federation – a community organization which brings together Latvia’s general education schools and school sports clubs with the goal of promoting their sporting development and attracting young people to sporting

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14 SPORTS Pamatizglītības mācību priekšmeta programmas paraugs .Izglītības satura un eksaminācijas centrs, 2008. 50 lpp
17 Jelgavas novada Sporta centrs.[tiešsaiste]. Pieejams http://www.jnsc.lv/

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activities, also represents school sport in Latvia. The School Sport Federation holds competitions for young people in Latvian schools every year in 10 sporting disciplines, as well as representing Latvia’s school sport at the international level, delegating school teams for participation at World School Championships.\(^{18}\)

Since 2007, the Latvian Olympic Committee holds the Latvian Youth Olympiad every 2 years. There are 30 sporting disciplines in the 2017 Olympiad. This is a huge and complex event, where teams of young people take part, representing their local government area\(^{19}\).

Each year, the Council of Latvian Sports Federations holds the Winter Olympic Festival, where school teams compete in various winter sports. In 2017, the festival will be taking place for the 21\(^{st}\) time and more than 1,000 school children will compete there\(^{20}\).

The Latvian Olympic Committee also implements various projects involving school children. The most popular are the “Olympic Day” and “The Whole Class Plays Sport”. In 2016, the Olympic Day will be taking place at 345 venues, involving 115,835 participants from 93 local governments\(^{21}\).

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2.5. ITALY

Sports system

Sport is not directly mentioned in the Italian Constitution and there is no general law on sport. Specific legislation on sport is quite limited, being essentially restricted to the recognition of the public role of the National Olympic Committee (CONI), as the National Governing Body for Sport (Law 426/1942 and later amendments: dl 242/1999 and law 178/2002), the definition of its tasks, competencies and responsibilities. This legislation also regulates the status and the competencies of the National Sport Federations (NSF) and other bodies in charge of the promotion of sport. Other laws regulate professional sport (L.91/1981); the healthcare of athletes (L.1099/1971); the amateur sport clubs (L.398/1971 and later modifications); the anti-doping fight (L.101/2000) and the transfer of some specific functions to the regions in relation to the promotion of sport on their territory.

Over the recent year, in accordance with a general policy of decentralization, the sport system underwent a process of renovation. The central government plays a role, in the Italian sport system, limited as an administrative supervisor, through a sub secretariat and the control of the Ministry of Treasure. The administration and management of sport is under the responsibility of CONI. A National Ministry of Sport and Youth was only established from May 2006 to February 2008, in 2013 and in 2016. Regions have competencies for the sport for all; the other local authorities (municipalities and provinces) are responsible for the construction, planning, design and often the management of sporting facilities.

CONI is a public, non-governmental body playing both the role of a Ministry of Sport and a Confederation of Sport Federations. Its managers and the Executive Board are elected by the Sport Federations, the Italian members of International Olympic Committee (IOC), and the representatives of coaches, athletes and the local branches of the sport movement. There are local branches of the National Olympic Committee either at regional (21 regional CONI committees) or provincial level (105 provincial committees), administered by elected volunteers CONI uses the revenue of the lotteries to finance its activities (either for supporting elite and promotional sport) or to provide subsidies to the National Sport Federations; since 2002 it is also receiving variable state support to fund elite sport.

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22 In 2016, an Office for Sport at the Presidency of the Council of Ministers has been established. The office provides the legal and administrative requirements for the acts relating to sports; proposes, coordinates and implements initiatives relating to sport; is responsible for the relations with international sport organisations (EU, CoE, UNESCO, WADA); exercises its functions in the field of prevention of doping and violence in sport; supervises the activities of CONI and carries out communication initiatives for the sports industry. In January 2017, an investigation has involved the Ministry of Sport so the future of the Ministry and of the Office are uncertain.

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The Sport movement in Italy is represented by 43 National Sport Federations (many as multi-disciplines) and other 19 mostly non-Olympic federations called “Associated Sport Disciplines (ASD)” with a lower status and limited funding. The National Sport Federations are private bodies with public relevance. The Italian Olympic Committee also recognizes other 14 national bodies expressly responsible of the promotion of sport and sport for all activities (Entities for the promotion of sport- EPS).

Sports in national & local level

Demographic data -- population

Active Participation in sport in Italy is reported involving 19.600 millions of people in 2016 aged 3+: this rate is significantly higher compared to the 70’ and 80’s but quite stable since 2000. Additional 26% of the citizens participate in some kind of physical activity in their free time. Older age and younger age groups continue to increase in the participation rate, while there is stagnation in 11-19 age group and younger adults. Sedentary people are around 39,9% of the population. In addition, we can consider a notably increase in sport participation of children aged 6-10 thanks to the project of the CONI-MIUR (Ministry of Education, University and

Research) on physical education in primary schools (http://www.progettosportdiclasse.it/) that encouraged around 100.000 children to play sports on a regular basis.

The survey carried out by HBSC-Italy (Health Behaviour in School-aged Children 2014) on children aged 11, 13 and 15, shows that children aged 15 (high school students) do less physical activity (47.5% males and 26.6% females) compared children aged 13 (50.9% males and 33.7% females), and that girls do less physical activity of their peers in all three age groups examined during the survey.

In the area of interest for FAIRHAP project 24, active participation in sport present interesting figures. In the North - West and North – East of Italy, in percentage terms, the number of active people in sport is about 40%. Considering these data, ISTAT presented a significant gap between the North and the rest of Italy in terms of sport practice: the Central Italian regions are closed – in terms of percentage - to the North ones while the South Italy stops at only 20% of active people in sport.

Participation rates increase with social status and level of education. The members of clubs affiliated to National Sport Federations are 4.189.000 and 926.000 technicians, managers, administrators and officials. 71,350 clubs affiliated to the National Sport Federation are currently active. Their trend is decreasing in the last 10 years. Informal and self-organized sport is constantly increasing.

**Sport clubs**

According to the report of the "Studies Center and Statistical Observers for Sport" (2014), in Italy, sports activities are promoted by 45 NSF and 19 ASD, recognized by CONI, involving over 4.470.000 registered athletes and has over 73.000 sport associations, of which nearly 64.000 are sports clubs and more than 9.000 are associations waiting for the regular membership to a Federation or organized groups promoting particular forms of sport and recreational activities.

Sport clubs that have to do with contact sports are: Football (13.652 clubs), Basketball (3.405), Kickboxing Muay Thai Savate Shoot Boxe (390) and Handball (274). In Piedmont, the total number of sports clubs is 4.498, of which in 2012-13 about a quarter of them (more than 800) devoted to Football.

24 ISES is located in Alessandria, Piemonte region (North-West of Italy)
Figure 7. Activity in Sports in Italy, general information
**Educational institutions**

**HE institutes involved with Physical Education:**

<table>
<thead>
<tr>
<th>Name</th>
<th>University of Bologna</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course title</strong></td>
<td>Sciences and Techniques of Sports Activities</td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td>School of: Pharmacy, Biotechnology and Sport Science</td>
</tr>
<tr>
<td><strong>Short learning overview</strong></td>
<td>This programme produces 2nd cycle graduates with advanced scientific knowledge in the field of top-level sports activities. In the programme students acquire the knowledge and competences to help athletes to achieve top competitive performance using advanced training techniques and to optimise their physiological performance and technique. The outcomes are achieved through lectures, seminars and meetings with experts and top-class athletes, the use of case studies, technical and practical demonstrations in the field and individual exercises using advanced analytical tools to analyse performance; students will research texts individually and produce original works on the studied subjects and techniques; they will perform internships in qualified sports facilities working in a range of different sporting disciplines; finally, they will produce an experimental dissertation on a subject linked to the curriculum.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>University of Brescia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course title</strong></td>
<td>Exercise and sport science</td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td>Department of Clinical and Experimental Sciences</td>
</tr>
<tr>
<td><strong>Short learning overview</strong></td>
<td>This programme produces graduates with cultural and scientific knowledge in the following fields: teaching-educational, preventive and adaptive sport activities for disabled, technical-sports and management through lectures, tutorials, workshops, interactive lessons conducted by sports teachers recognized by CONI, seminars and other supplementary activities.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>3 years</td>
</tr>
<tr>
<td>Name</td>
<td>University of Catania</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Course title</td>
<td>Exercise and sport science</td>
</tr>
<tr>
<td>Area</td>
<td>Department of Biomedical sciences and Biotechnologies</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>The course aims to provide students with the scientific knowledge in the various fields of human physical activities, with particular emphasis on: technical-sports, preventive, management and educational aspects of sport activities.</td>
</tr>
<tr>
<td>Duration</td>
<td>3 years</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://biometec.unict.it/category/scienze-motorie-it/">http://biometec.unict.it/category/scienze-motorie-it/</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>University of Ferrara</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title</td>
<td>Sport and Exercise Sciences</td>
</tr>
<tr>
<td>Area</td>
<td>School of Medicine</td>
</tr>
<tr>
<td>Short learning overview</td>
<td>The aim of the course is to equip professionals in motor activity with the skills to define and manage physical activity-based programmes and sports both at individual and group level. This course is taught entirely by frontal lessons and consists of classroom lectures and practical activities. Attendance at lectures, tutorials and internships is mandatory. The training is divided into macro-areas that include: 1. The basic subjects needed for an understanding of the operation of various organs and systems of the human body and their adaptation to exercise; 2. Biomedical disciplines to understand the morphological and functional organisation of the human body; 3. Motor and sporting disciplines. This knowledge is complemented by additional training in subjects of a legal, economic and statistical nature.</td>
</tr>
<tr>
<td>Duration</td>
<td>3 years</td>
</tr>
</tbody>
</table>
Table 21. Summary table of HE institutes involved with Physical Education in Italy

<table>
<thead>
<tr>
<th>Name</th>
<th>Course title</th>
<th>Area</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Bologna</td>
<td>Sciences and Techniques of Sports Activities</td>
<td>Bologna</td>
<td>3 years</td>
</tr>
<tr>
<td>University of Brescia</td>
<td>Exercise and sport science</td>
<td>Brescia</td>
<td>3 years</td>
</tr>
<tr>
<td>University of Catania</td>
<td>Exercise and sport science</td>
<td>Catania</td>
<td>3 years</td>
</tr>
<tr>
<td>University of Ferrara</td>
<td>Sport and Exercise Sciences</td>
<td>Ferrara</td>
<td>3 years</td>
</tr>
</tbody>
</table>

We have reported in the tables just some examples, the Italian educational offer in the field of “Sports Sciences” is quite similar in all Universities around the territory. To become a physical activity teacher is necessary to get a Bachelor’s Degree in Sports Science and achieve the Training Active Internship (usually done during the Undergraduate Course). The course is thus offered by the majority of the Italian universities, with a fairly geographical distribution, about 1 course in every region.

Other training courses/programs that provide basic employment qualifications for coaches and sports teachers:

There is no relation in Italy between the sport VET system and the national VET system (Regions are in charge for VET) and there is no National Qualification Framework. Vocational Education and training in sport in Italy is mostly under the responsibility of CONI and of the NSF: those are bodies competent to deliver qualifications and set rules. The only relevant exception is the qualification of skiing instructors and mountain guides that is delivered by the regions in conjunction with a specific body of the skiing federation. Sport Federations are also the key training providers.

There are however multiple training providers active in the field. The role of the Regions is increasing since they have by law the competency for vocational training, with an increase of training programs and regulations at the regional level. 37 Universities are also active in the field, delivering bachelor degrees in sport science and master degrees in sport management, adapted physical education and sport coaching, normally with limited impact on the labour market. Private bodies, including professional associations are also active in the training market (e.g. diving, sailing, golf, etc.)
152 training programs are currently reported:

- 27 programmes of Level I (by 15 different providers)
- 23 programmes of Level II (by 19 different providers)
- 27 programmes of Level III (by 23 different providers)
- 38 of level IV (by 30 providers)
- 37 of level V or V+

Both for sport and sport related occupations the access to the profession is not regulated by law, with the exception of skiing instructors, mountain guides and few other operators (law 91/81). In order to operate as a coach in a club belonging to the sport movement or in a Federation, a qualification from a National Federation is generally required. Therefore, excluding the internal training path of each National Sport Federation, there are not specific procedures for certifying qualifications and skills in connection with the public system of general education and vocational training.

Without referring to a clear and well-defined process of recognition, it can be generally maintained that, no formal education is required to work as sport manager or fitness instructor.

Finally, the limited social dialogue among provider agencies, representatives of workers (there are very few) and national institution must be considered as a point of weakness for the whole sector.

**Sports for all**

In Italy, the promotion of sport for all is entrusted, in almost its entirety, to the 15 different EPS. These entities are associations aiming at the promotion and organization of physical and sports activities with recreational and educational purposes. They organises sports activities of recreational and competitive character, trainings, courses for technicians and referees and dissemination of sport through events and publications. The most relevant bodies are: U.I.S.P. (Unione Italiana Sport per Tutti), A.I.C.S. (Ass. Italiana Cultura Sport), A.S.I. (Associazioni Sportive Sociali Italiane) and C.S.I. (Centro Sportivo Italiano). On the CONI website there is a page with the references of all of them: [http://www.coni.it/en/sports-promotion-bodies.html](http://www.coni.it/en/sports-promotion-bodies.html)

In Italy, as already described, organised sports activities are promoted by 45 NSF and 19 ASD, recognized by CONI, and the 15 EPS. In 2015, according to CONI official data, in Italy 11.103.000 people declared to practice a sport, 4.471.000 were registered members of a NSF or ASD and 6.635.000 were members of an EPS. 119.000 sports organisations are registered in CONI’s registry. NSF have 50.521 registered members, DSA have 3.407 affiliations and EPS with 92.013 affiliations.
Lombardy is the region ever, with the highest number of both athletes (844,000) and practitioners (913,000) and both affiliations and distinct persons (16,800). So, sport activities are practiced through local sports clubs both at amateur and competitive levels. This includes gyms, swimming pools, and in general all sport venues. As a consequence, in Italy, sport promotion and practice in the hands of sports associations, which are coordinated and managed by specific bodies.

The global Sport and Sport related industry has an economic value of more than 31.6bn euro, corresponding to 2.5% of the national GDP. This percentage is stable compared to previous data. Sport funding in Italy is basically provided by three fundamental players: the public sector, the private actors (families and enterprises), and the voluntary sector. Local communities are more important than the central state in financing sport, even if their financial resources for sport have greatly decreased. The private funding of the families increased from 63 percent to 88.6 percent and corporate financing has remained quite stable in relative terms.

In Italy, the most frequently provided sport is football with 1,099,455 registered members. Top positions in the ranking for number of registered athletes are occupied permanently by football (with a total percentage of the athletes enrolled of 25.6%), volleyball (8.7%), basketball (7.2%), tennis (7.2%) and from athletics (4.7%) Federations in 2015. The first ten federations together represent 70% of the national membership of athletes. The DSA ranking for number of registered athletes present at the top draughts (total 38,927), billiard sports (35,047), equestrian tourism (28,600) and bridge (21,428).

**Sports in school education**

Physical Education (PE) in Italy, as a school subject, was introduced in 1859, formerly named “Gymnastics”, then “Physical Education” and now “Motor and Sport Sciences”. In the primary school, no physical education teacher is required so PE is taught by the general teacher. In some schools, a PE teacher works with the generalist teacher. Recently, the Ministry of Education introduced a PE graduate specialist role in the primary school in order to improve action and give to physical education equal dignity compared to the other disciplines.

The national curriculum specifies the essential level that must be granted by all school, the number of compulsory hours and the quota reserved to the autonomy of each school. On the secondary level, PE is taught by Physical Education specialist teachers. Extracurricular sports activities are supported through the special funding from the Ministry of Education.25

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25 *Journal of Physical Education & Health, 2012, vol. 1 (2), 37-41. “Physical and Sport Education in Italy” — Authors: Luca Eid - Agenzia Nazionale per lo Sviluppo dell’Autonomia Scolastica (ANSAS); Nicola Lovecchio, (National School Agency, Ministry of Education, University and Research, Milan, Italy).*
Physical education at different levels of school:

Physical Education in Primary School

Even though national programmes refer to the need to foster movement and sport competences in the child, no physical education teacher is required in the primary school, which sees 2.6 million students with an average of 20 children per class. PE programmes are defined and implemented by the local school institutions in collaboration with a number of stakeholders, such as local administrations, CONI, national sport federations and local clubs, both in the context of school activities and out-of-school programmes.

This causes a wide diversity of variously co-financed initiatives that frequently lack of systematic approach and continuity, mainly because year over year budgets are not always maintained. Only recently, with the 2003 school reform, the Ministry of Education introduced a PE graduate specialist role in the primary school in order to improve action and give to sport sciences equal dignity compared to the other disciplines. PE is taught by the general teacher. In some schools a PE specialist teacher works with the generalist teacher.

Physical Education in the Lower Secondary School

Physical Education has a minimum of 54 and up to 66 hours per year, which generally means 2 hours per week. The course is compulsory and individualised educational plans are defined for the disabled, whereby they can also be partly or totally exempted from practice. Teachers must have a degree in PE or a degree in Motor and Sport Sciences.

In order to become a permanent state teacher, a qualifying examination is required and a 2-yr Master degree (in the 3+2 university system) is now needed. Although PE teachers and school structures/administrations are the basic actors of the Student’s sport activity in the Secondary school, their effort is lacking of the necessary effectiveness because of the limited lesson time per week. They are only able to help and encourage those students that are already self-practicing sports in external Sports Clubs (in the sports federations or non-profit sports associations), with only limited success in their mission to improve the ‘sports mentality’ among the students.

The regular sports practice is common among the 55% of the surveyed sample aged 11–14, but many children drop-out of sports practice around adolescence (age 14–18), mainly because of uneasiness and troublesome situations.

Italy); Marco Bussetti (Regional School Agency, Ministry of Education, University and Research, Milan, Italy).
Physical Education in the Higher Secondary School

The compulsory teaching hours are subdivided in the same way. The teaching of sport and motor sciences is compulsory over the five years of the second-level secondary school and involves 2 hours per week. Additional hours of sports practice can be made available through the same school teachers, included in the school’s Educational Offering Plan and are chosen by the parents. Physical Education is taught by PE specialist teachers.

Table 22. Physical education in schools in Italy

<table>
<thead>
<tr>
<th></th>
<th>Physical education (hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school</td>
<td></td>
</tr>
<tr>
<td>All classes</td>
<td>2-3</td>
</tr>
<tr>
<td>Lower Secondary school</td>
<td></td>
</tr>
<tr>
<td>All classes</td>
<td>2</td>
</tr>
<tr>
<td>Upper Secondary School</td>
<td></td>
</tr>
<tr>
<td>A Class</td>
<td>2</td>
</tr>
</tbody>
</table>

Extracurricular Sports Activities

Already in the primary school, the children can join physical education and introductory sports activities that are free and elective. They are supported through the funding for the widening of educational offerings. In the secondary school, sports activities are well structured and are supported through the special funding from the Ministry of Education and the Regional School Offices for the widening of educational offerings, allowing students to train and prepare for competitions in the various sports selected (Giochi della Gioventù/Youth Games). This is done through the teachers of physical education assigned to the school or involving teachers of other schools.

Forms of sport integration are organized for disabled students. The sport activities combine in the definition of the student’s curriculum and acquired competences as well as in the final mark attributed to the state exam. The sports most widely practised are: Cross Country Races and Track Races, Swimming, Gymnastics, Alpine Skiing, Orienteering and among the team sports: Volleyball, Soccer, Basketball.
3. IDENTIFICATION OF THE CURRENT STATUS OF AWARENESS RAISING ABOUT SPORTS ETHICS

The aims of this section is to perform an analysis in order to extract meaningful insights, which can be used to better understand and record the educational and training needs of the PE teachers and coaches regarding fundamental Olympic values issues of all countries involved in the project: Greece, Romania, Bulgaria, Latvia and Italy.

3.1. GREECE

PE Universities courses

<table>
<thead>
<tr>
<th>Module Title: Olympic Education &amp; Sports Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td><strong>Total hours dedicated to the module</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title: Olympism - Sociological Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td><strong>Total hours dedicated to the module</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>
**Module Title:** Philosophy of PE and Sports / Olympic Education  
**Level of education (Bachelor, Master):** Bachelor  
**University providing the module:** Department of Physical Education and Sport Science - Aristotle University of Thessaloniki  
**Brief description:** Theoretical Compulsory Course about the principals of ancient Greek philosophy about the body, the physical education and sports competition. Also the philosophy of school physical education and the moral dilemmas arising from the use of illegal substances by athletes.  
**Total hours dedicated to the module:** 4 per week for 1 semester  

**Module Title:** Sociology of Physical Education and Sports  
**Level of education (Bachelor, Master):** Bachelor  
**University providing the module:** Department of Physical Education and Sport Science - Aristotle University of Thessaloniki  
**Brief description:** Theoretical Compulsory Course Objectives:  
- Understand the role of education in multiculturalism  
- Understand the value of ongoing education  
- Realize the principles of Social Theory under the prism of globalisation  
- Realize the interdependence between sports and society  
- Distinguish the types of education and sports sociology  
- Understand the importance of recreational sports and competitive sports to local society  
- Realize the social group structures in education and sports  
- Realize the relation between sports and social strata  
- Investigate the dependence of sports with social structure and its importance for society  
**Total hours dedicated to the module:** 4 per week for 1 semester  
### Module Title: Issues of social and moral development in Physical Education

| Level of education (Bachelor, Master) | Master |
| University providing the module | Joint Masters’ programme by the School of Physical Education And Sports Science of the Aristotle University of Thessaloniki at Serres and the School of Physical Education And Sports Science of the Aristotle University of Thessaloniki at Serres at Thessaloniki, titles “Human Performance and Health”. |
| Total hours dedicated to the module | 10 LU - ECTS |
| Website | [http://igrad.phed.auth.gr](http://igrad.phed.auth.gr) |

### Module Title: Pedagogy and Sociology Issues in Education

| Level of education (Bachelor, Master) | Bachelor |
| University providing the module | University of Thessaly - School of Physical Education and Sport Science |
| Brief description | Objective of the course: |
| | - To understand and analyze social structures and factors influencing the education system at macro and micro level. |
| | - At the micro-level: To analyze the pedagogical effect as well as the coactions of school, family and wider social environment. |
| | - At macro-level: To analyze the interaction between the students and the wider social and institutional system. |
| Total hours dedicated to the module | 2 per week for 1 semester |

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
**Module Title:** Gender and Equity Issues in Sport

**Level of education (Bachelor, Master):** Bachelor

**University providing the module:** University of Thessaly - School of Physical Education and Sport Science

**Brief description:**

The Course objective is to become informed and responsive to issues that appear to differentiate girls’ and women’s participation in sports and physical activities and how these should be managed in order to provide equal opportunities for all.

The main objective of the course is to sensitize students to gender discrimination issues in sport, to understand how these issues relate to social stereotypes for both genders, in which behaviours they usually occur and how they are accepted by athletes, parents and agents.

After the end of the course, students will be able to:

- Identify issues of gender discrimination and stereotypes in sport and their consequences
- Manage situations of gender issues and provide fair and equal opportunities to all athletes
- Support and promote increased involvement of girls and women in all levels of sport

**Total hours dedicated to the module:** 2 per week for 1 semester


---

**Table 23. Summary table of PE Universities courses related to fundamental values**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level</th>
<th>University providing the module</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Education &amp; Sports Ethics</td>
<td>Bachelor</td>
<td>University of Athens, School of Physical Education and Sport Science</td>
<td>2 per week for 1 semester</td>
</tr>
<tr>
<td>“Olympism – A Sociological Approach”</td>
<td>Bachelor</td>
<td>University of Athens, School of Physical Education and Sport Science</td>
<td>2 per week for 1 semester</td>
</tr>
</tbody>
</table>

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
| Philosophy of PE and Sports / Olympic Education | Bachelor | Department of Physical Education and Sport Science - Aristotle University of Thessaloniki | 4 per week for 1 semester |
| Sociology of Physical Education and Sports | Bachelor | Department of Physical Education and Sport Science - Aristotle University of Thessaloniki | 4 per week for 1 semester |
| Issues of social and moral development in Physical Education | Master | School of Physical Education And Sports Science of the Aristotle University of Thessaloniki at Serres | 10 LU- ECTS |
| Pedagogy and Sociology Issues in Education | Bachelor | University of Thessaly - School of Physical Education and Sport Science | 2 per week for 1 semester |
| Gender and Equity Issues in Sport | Bachelor | University of Thessaly - School of Physical Education and Sport Science | 2 per week for 1 semester |

### Schools curricula

Two important programs that took place in the past and continue to influence many physical educators and trainers are the following:

The "Olympic Education" was an educational program that was implemented in Greek schools from 1999 till 2005. The aim of this program was the promotion of values and the acquisition of knowledge and experiences stemming from the Olympics and athletic tradition, the physical mental and intellectual development of students and the creation of attitudes and behaviors which are socially acceptable.

Specifically, the program was aiming:

- to destroy the aggression, violence and fanaticism in sports,
- to encourage mass participation in exercise,
- to strengthen bonds of friendship, cooperation and mutual assistance in the context of “fairplay”,
- to develop an understanding of ethical principles, the ideals and the time value of Olympism.

In order to achieve these objectives a variety of activities was chosen such as: Sports video, Monitoring racing in stage (comments of the athlete’s behavior), team sports (annotation behaviour of children who participate in the game by the children themselves), visits to museums, cultural and sports centers.

Furthermore, the "Kallipateira" program implemented in schools following the program "Olympic Education" during the period 2006 - 2008. It was aiming at broadening the educational role of Physical Education in equality, the promotion of.
values of equal participation in sport and the dissemination of these values in the society. It covers the following five topics:

- Human rights - rights of the child
- Interculturalism
- Tackling racism and xenophobia
- Gender equality in education and society
- Social inequalities and social exclusion

The educational material consists of educational notebooks and activities for elementary students and high school. The material is always current and can be used in physical education classes in the context of strengthening the positive attitude of students in gender and the promotion of mental health issues in society.

Even now that the “Olympic Education” and “Kallipateira” are not longer officially in the school curriculum, Physical Education teachers seek for occasions to present actions relevant with the educational values of Olympism. It is at the discretion of each physical education teacher to include sections referring to the Olympic movement in daily schedule or in school competitions and festivals.

Seminars

Seminars – lessons relevant to Olympic fundamental values offered to sport educators, during the last 2 years (2015 & 2016):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Violence and Bullying in schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution providing the course</td>
<td>School of Ierapetra and “The smile of the child” organisation</td>
</tr>
<tr>
<td>Type of course</td>
<td>Seminar</td>
</tr>
<tr>
<td>Brief description</td>
<td>The purpose of the training action is through proper information and exchange views and ideas to sensitize the entire school community (teachers, parents and students) to be able to intervene promptly and effectively so as to reduce the factors contributing to the occurrence of all forms of violence and bullying in students life and to avoid the negative consequences on intrapersonal and interpersonal relations.</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
<td>2 days seminar</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://2dim-ierap.las.sch.gr/autosch/joomla15/">http://2dim-ierap.las.sch.gr/autosch/joomla15/</a></td>
</tr>
</tbody>
</table>
### Course Title: The integration of students with disabilities in physical education

<table>
<thead>
<tr>
<th>Institution providing the course</th>
<th>MINISTRY OF EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of course</td>
<td>Training seminar</td>
</tr>
<tr>
<td>Brief description</td>
<td>The student with disabilities was always there and in most cases still awaits, where the knowledge and your interest will make them love exercise. &quot;If the child cannot learn the way you teach, you should teach the way they can learn.&quot;</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
<td>12 hours</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://tripodis.gr/seminaria.htm">http://tripodis.gr/seminaria.htm</a></td>
</tr>
</tbody>
</table>

### Course Title: Special Education “Disability and Exercise”

<table>
<thead>
<tr>
<th>Institution providing the course</th>
<th>Northern Greece Physical Education Teachers Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of course</td>
<td>Seminar</td>
</tr>
<tr>
<td>Brief description</td>
<td>ways to integrate the disabled people in SPORTS</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
<td>2 days</td>
</tr>
</tbody>
</table>

Table 24. Summary table of Seminars – lessons relevant to Olympic fundamental values, Greece

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution providing the course</th>
<th>Type of course</th>
<th>Total hours dedicated to the subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence and Bullying in schools</td>
<td>School of Ierapetra and “The smile of the child” organization</td>
<td>Seminar</td>
<td>2 days</td>
</tr>
<tr>
<td>The integration of students with disabilities in physical education</td>
<td>Ministry of Education</td>
<td>Training seminar</td>
<td>12 hours</td>
</tr>
<tr>
<td>Special Education “Disability and Exercise”</td>
<td>Northern Greece Physical Education Teachers Association</td>
<td>Seminar</td>
<td>2 days</td>
</tr>
</tbody>
</table>

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### 3.2. ROMANIA

**PE Universities courses**

<table>
<thead>
<tr>
<th>Module Title: Modern Olympism concept</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education</strong> (Bachelor, Master, PhD)</td>
<td>PHD</td>
</tr>
<tr>
<td>University providing the module</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
</tr>
<tr>
<td>Brief description</td>
<td>Presentation of Olympic Games, focusing on their fundamental values and evolution from modern perspectives, the impact of society upon the concept of Olympism.</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title: Universalism and Fair-Play in contemporary sport</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education</strong> (Bachelor, Master, PhD)</td>
<td>PHD</td>
</tr>
<tr>
<td>University providing the module</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
</tr>
<tr>
<td>Brief description</td>
<td>Analyzing and disseminating the concepts of universalism and fair play, their impact upon education and contemporary society.</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
<td>48 hours</td>
</tr>
<tr>
<td>Module Title</td>
<td>Olympic education strategies</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Level of education</td>
<td>PHD</td>
</tr>
<tr>
<td>University providing the</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
</tr>
<tr>
<td>module</td>
<td></td>
</tr>
<tr>
<td>Brief description</td>
<td>Concepts and strategies regarding education in the spirit of Olympic values of society as a whole.</td>
</tr>
<tr>
<td>Total hours dedicated to the module</td>
<td>48 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Olympism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of education</td>
<td>Bachelor</td>
</tr>
<tr>
<td>University providing the</td>
<td>“Dunărea de Jos” University Galați</td>
</tr>
<tr>
<td>module</td>
<td>Faculty of Physical Education and Sport</td>
</tr>
<tr>
<td>Brief description</td>
<td>Emergence and evolution of ancient Olympic Games and revitalization of the Olympic spirit. Educational values of contemporary Olympism. Rituals and ceremonies related to the organization and unfolding of the O.G.</td>
</tr>
<tr>
<td>Total hours dedicated to the module</td>
<td>48 hours</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.fefs.ugal.ro/oferta-educationala/studii-de-licenta/fisa-disciplinei.html">http://www.fefs.ugal.ro/oferta-educationala/studii-de-licenta/fisa-disciplinei.html</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Sport, Culture, Society, Olympism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of education</td>
<td>Master</td>
</tr>
<tr>
<td>University providing the</td>
<td>“Dunărea de Jos” University Galați</td>
</tr>
<tr>
<td>module</td>
<td>Faculty of Physical Education and Sport</td>
</tr>
<tr>
<td>Brief description</td>
<td>Projection of Olympic values in the educational system, culture and society.</td>
</tr>
<tr>
<td>Total hours dedicated to the module</td>
<td>48 hours</td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://www.fefs.ugal.ro/oferta-educationala/studii-de-masterat/fisa-disciplinei.html">http://www.fefs.ugal.ro/oferta-educationala/studii-de-masterat/fisa-disciplinei.html</a></td>
</tr>
</tbody>
</table>
Table 25. Summary table of PE Universities courses related to fundamental values, Romania

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level</th>
<th>University providing the module</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Olympism concept</td>
<td>PHD</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
<td>48 hours</td>
</tr>
<tr>
<td>Universalism and Fair-Play in contemporary sport</td>
<td>PHD</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
<td>48 hours</td>
</tr>
<tr>
<td>Olympic education strategies</td>
<td>PHD</td>
<td>National Academy of Physical Education and Sport in Bucharest</td>
<td>48 hours</td>
</tr>
<tr>
<td>Olympism</td>
<td>Bachelor</td>
<td>“Dunărea de Jos” University Galați</td>
<td>48 hours</td>
</tr>
<tr>
<td>Sport, Culture, Society, Olympism</td>
<td>Master</td>
<td>Dunărea de Jos” University Galați</td>
<td>48 hours</td>
</tr>
<tr>
<td>Olympism</td>
<td>Bachelor</td>
<td>Ecological University in Bucharest</td>
<td>28 hours</td>
</tr>
</tbody>
</table>
**Schools curricula**

In Romania, the theoretical school curricula for the first and second years of Sports High schools comprise introductory notions regarding ancient and modern Olympic Games, their emergence and development, Olympism and its concept. Such information is featured in “Theoretical sports training manuals for the 9th and 10th grades”. These manuals are destined to the theoretical training of students within Sports High schools.

**Lessons dedicated to sports’ ethics**

In Romania, The Ministry of National Education along with the Romanian Olympic Academy (A.O.C.) under the patronage of the Romanian Olympic and Sports Committee (C.O.S.R) organizes diverse actions in kindergartens, elementary and middle schools related to the introduction of Olympic values to children.

A.O.C., through its county branches, along with M.E.N., organizes activities such as:

- Olympic Games in children’s imagination
- Olympic School Pentathlon
- A pen called Fair Play
- “Olympic Day” Cross
- Olympic Camps
- Olympic Colours Torch

**Olympic Games in children’s imagination**

Olympic Games in children’s imagination – it is a competition of fine arts included within a national and international movement for the consequent promotion of the Olympic spirit and of the values of Olympism among young talents in the school environment. It addresses to students within kindergartens, schools and high schools, within artistic and sporting educational establishments. The competition is promoted and supported by The International Olympic Committee, The Romanian Olympic and Sports Committee through the Romanian Olympic Academy and The Ministry of National Education.

Participants may apply in the following age categories:

- 6 – 10 years old;
- 11 – 14 years old;
- 15 – 18 years old.
Olympic School Pentathlon

Olympic School Pentathlon competition’s purpose and objectives:

- consecrating Olympic ideals;
- stimulating the training of children and young people in the spirit of their balanced development: physical, intellectual, affective and behavioural;
- knowing and acquiring the principles of Fair Play;
- celebrating Olympism and its symbols.

The competition is open to anyone meeting these age categories:

- category I: 3-6 years old;
- category II: 7-10 years old;
- category III: 11-14 years old;
- category III: 15-18 years old.

This competition takes place on local phases (at the level of grades or groups, of kindergartens or schools, of locality), county phases and national phases.

- The grade or group phase and the school or kindergarten phase will be organized by the Olympic Circles and Sports School Associations, with the support of physical education, drawing and music departments.
- The locality phase will be organized alternatively, by rotation yearly, by a school in the locality in question.
- The county phase will be organized by the School Inspectorate and the A.O.R. Branch.
  The national phase will be organized by C.O.S.R. within an Olympic Camp.

A pen called Fair Play

A pen called Fair Play – it is a national contest of sports literature and journalism. The competition is promoted and supported by The International Olympic Committee, The Romanian Olympic and Sports Committee through the Romanian Olympic Academy and by The Ministry of National Education. This contest of literary creation is included within a national and international movement for the consequent promotion of the Olympic spirit and of the values of Olympism among young talents in the school environment. It is open to students within schools and high schools, including artistic and sporting educational establishments. Students may apply to one of the three sections: poetry, prose (fiction) and sports chronicle/report for the following age categories:

- 7 – 10 years old;
- 11 – 14 years old;
- 15 – 18 years old.

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“Olympic Day” Cross

“Olympic Day” Cross is a national competition that takes place annually on a distance of 3.5 km; it is open to all age categories: children, teenagers and adults.

Olympic Camps

Olympic Camps are organized regularly under the patronage of The Romanian Olympic and Sports Committee through the Romanian Olympic Academy and by The Ministry of National Education. Their purpose is the Olympic information and instruction of specialists in the field of physical education and sport, as well as of pre-university and university students. The fact that older or newer members reunite to such events contributes to a dialogue between the participants and to the promotion and dissemination of the Olympic spirit in the public space.

Olympic Colours Torch

It is a unique sport and cultural-artistic event in Romania, which has taken place uninterrupted since 1983. This event is an original way to celebrate the Olympic Day - 23 June. By reuniting participants of all ages, this event became traditional and it has as mottos: “Win over yourself” and “Joy in the spirit of peace”.

Seminars

Seminars – lessons relevant to Olympic fundamental values offered to sport educators, during the last 2 years (2015 & 2016):

<table>
<thead>
<tr>
<th>Course Title: Olympic information and instruction for trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution providing the course</td>
</tr>
<tr>
<td>Type of course</td>
</tr>
<tr>
<td>Brief description</td>
</tr>
<tr>
<td>Total hours dedicated to the subject</td>
</tr>
<tr>
<td>Website</td>
</tr>
</tbody>
</table>

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
Table 26. Summary table of Seminars – lessons relevant to Olympic fundamental values, Romania

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution providing the course</th>
<th>Type of course</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic information and instruction for trainers</td>
<td>Romanian Olympic Academy</td>
<td>Instruction</td>
<td>48 hours</td>
</tr>
<tr>
<td>Olympic information and instruction for students</td>
<td>Romanian Olympic Academy</td>
<td>Instruction</td>
<td></td>
</tr>
</tbody>
</table>
3.3. BULGARIA

Seminars

The Mission of the Olympic Club

NSA "Vasil Levski" Olympic Club is a cultural and educational organization that accepts develops and distributes human values and sports ethics as the basis of sports and apply them in their activities.

The club brings together students from the Academy who exhibit and promote humanism in sports. With their activity and behavior they express the respect and devotion to our Fatherland.

The club activities are aimed at:

- Comprehensive humanitarian training of its members in the spirit of Olympism and humanity. Due to the fact the students construct new knowledge, skills and experience required for applying the principles in life.

- The development of educational initiatives for inclusion of socially disadvantaged children and young people to the virtues of humanity through sports and cultural programs.

Cultural raising the prestige of the NSA and its professionals as a factor in the spread of patriotism, humanity and the Olympics.

Website: http://www.nsaolympicclub.com/
3.4. LATVIA

**PE Universities courses**

In Latvia, the Latvian Academy of Sport Education and the University of Latvia offer study courses which are linked to Olympic values.

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>Olympic Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
<td>Professional Bachelor in Sports Science</td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
<td>Latvian Academy of Sport Education</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
<td>Aim of the course: Promoting the learning of cognitive methods by students; learning “Fair Play” principles as a basic requirement of sports ethics; to develop a creative workshop experience; to facilitate the development of student independence in solving research tasks. Course content: the renewal of the contemporary Olympic movement; the Olympic Charter; profile of the contemporary Olympic Games, outstanding personalities; the history of the Latvian Olympic movement; Latvian Olympic Games medallists; the Olympic Games process, commercialization aspects of the Olympic movement, conditions for advertising at the Olympic Games; Olympic education around the world; Olympic Day.</td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
<td>20 hours</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td><a href="https://www.lspa.lv">https://www.lspa.lv</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title:</th>
<th>History of Physical Education, Sport and the Olympic Movement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
<td>Professional Bachelor in Education</td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
<td>University of Latvia - Faculty of Education, Psychology and Art</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
<td>The aim of the study course is to provide broad and deep knowledge about sport as an important community phenomenon in the culture of the world and of Latvia, emphasizing the role of sport in today’s society.</td>
</tr>
</tbody>
</table>
Course tasks:
1) to find out about stages of physical culture and the development of sport in the world cultural context;
2) to analyse the pre-conditions for the origins of the Olympic movement;
3) to research the development process of the Olympic Games in the 20th century world and in Latvia; 4) to research development problems in contemporary sport.

In the study process, students gain in-depth information about the historical development of physical culture and sport in a variety of community structures.

| Total hours dedicated to the subject | 32 |
| Website | www.lu.lv |

Table 27. Summary table of PE Universities courses related to fundamental values, Latvia

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level of education</th>
<th>University providing the module</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olympic Education</td>
<td>Professional Bachelor in Sports Science</td>
<td>Latvian Academy of Sport Education</td>
<td>20 hours</td>
</tr>
<tr>
<td>History of Physical Education, Sport and the Olympic Movement</td>
<td>Professional Bachelor in Education</td>
<td>University of Latvia - Faculty of Education, Psychology and Art</td>
<td>32 hours</td>
</tr>
</tbody>
</table>
Schools curricula

The Ministry of Education and Science’s document “Latvia’s Sports Policy Guidelines 2014-2020” mentions that one of the documents, on which the guidelines have been based is the Sports Ethics Code. Knowledge about sports ethics and an understanding of the term “principle of fair play” are included as the “Knowledge and Understanding in Sport” and “Physical Activities in the Social and Neighbouring Environment” components which have to be learned in Latvia’s basic education and general secondary education model programmes.

In 2014, the Latvian Olympic Committee Assembly adopted the Latvian Olympic Committee’s Ethics Code. It explains the responsibility which is enshrined in the concept of “Fair Play”.

The document states: “In adopting this LOC Ethics Code, the Latvian Olympic Committee invites all leaders involved in sport, specialists, sports coaches and employees, teachers, volunteers, sportsmen and sportswomen and all persons involved in sport to adapt it and, in their activities, to ensure that the fair play principle becomes the main thing in sport, always and everywhere”.

In relation to working with young people, the Ethics Code mentions: “In working in sport with young people and with the tasks of organizations connected with sport, additional and special attention should be focused on:

- ensuring that the competition structure for youth corresponds with the capacities of growing children and adolescents and allows for participation in competitions at various levels, starting from those which improve health and are recreational, right up to high class sporting competitions;
- supporting variations in rules so that they correspond completely with the age and, most importantly, so that the goal of winning is not dominant, but rather that of fair play;
- striving for the situation that everyone who works with children and youth has relevant qualifications for teaching, develop, educate and coach them, taking into consideration the biological and psychological transformations which take place in the growth process of a child’s organism.”

26 SPORTS Pamatizglītības mācību priekšmeta programmas paraugs .Izglītības satura un eksaminācijas centrs, 2008. 50 lpp / SPORTS Vispārējās vidējās izglītības mācību priekšmeta programmas paraugs Izglītības satura un eksaminācijas centrs, 2008 5 lpp. no 26 lpp.

27 Latvijas Olimpiskās komitejas Ētikas kodekss. [tiešsaiste] Priejas.
http://olimpiade.lv/upload/content/lok-etikas-kodekss-apstiprinats-21032014.pdf
**Seminars**

There have only been 2 seminars in Latvia in the period 2015-2016 relevant to Olympic fundamental values offered to sport educators.

<table>
<thead>
<tr>
<th>Course Title: Implementing values education in sports lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution providing the course</strong></td>
</tr>
<tr>
<td><strong>Type of course</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Title: Enter the Olympic family</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution providing the course</strong></td>
</tr>
<tr>
<td><strong>Type of course</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
</tr>
<tr>
<td><strong>Website</strong></td>
</tr>
<tr>
<td><strong>Other information relevant to the FAIRHAP project</strong></td>
</tr>
</tbody>
</table>
Table 28. Summary table of Seminars – lessons relevant to Olympic fundamental values, Latvia

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution providing the course</th>
<th>Type of course</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing values education in sports lessons</td>
<td>Latvian Academy of Sport Education</td>
<td>Seminar for sports teachers</td>
<td>8 hours</td>
</tr>
<tr>
<td>Enter the Olympic family</td>
<td>Olympic Academy of Latvia</td>
<td>Teaching session</td>
<td>12 hours</td>
</tr>
</tbody>
</table>
3.5. ITALY

**PE Universities courses**

<table>
<thead>
<tr>
<th>Module Title: FAIR PLAY AND SPORTS LAW</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
</tr>
<tr>
<td><strong>Other information relevant to the FAIRHAP project</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Title: PHYSICAL EDUCATION AND TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level of education (Bachelor, Master)</strong></td>
</tr>
<tr>
<td><strong>University providing the module</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
</tbody>
</table>
The course wants to provide practical operational tools to create a new sports culture and to become itself as an alternative to the dominant commercial and spectacular use of competitive sport, educating to sport through sport.

| Total hours dedicated to the subject | 220 hours |
| Website | [http://www.lumsa.it/corsi_altri_corsi_formazione_educazione_formazione_sport](http://www.lumsa.it/corsi_altri_corsi_formazione_educazione_formazione_sport) |
| Other information relevant to the FAIRHAP project | The course is at its 1st edition (classes will start in March 2017). Target group of the course is: Managers of sports federations, of sports promotion bodies and of non-governmental sport associations; Officers and / or managers of educational institutions with sports purposes (school directors of sports high schools and / or directors sports groups), physical education teachers. |

**Module Title:** PROFESSIONAL PROFILE AND ETHICS OF SPORTS

| Level of education (Bachelor, Master) | Master Degree |
| University providing the module | University of Parma |
| Brief description | The first classes of the course are general topics, will cover topics such as the sources of law, criminal law general part with reference to institutions such as the objective and the subjective element of the crime and the causal link.

The second part of the course 'revolt to deal with the crime of unauthorized practice of the profession and the relevant case law.

The third part of the course covers the professional profile of a degree in physical education, sport and health, with particular attention to the legal aspects and the job opportunities |

| Total hours dedicated to the subject | 25 hours |
| Website | [http://en.unipr.it/ugov/degreecourse/100294](http://en.unipr.it/ugov/degreecourse/100294) |
| Other information relevant to the FAIRHAP project | None |
Table 29. Summary table of PE Universities courses related to fundamental values, Italy

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Level of education</th>
<th>University providing the module</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAIR PLAY AND SPORTS LAW</td>
<td>Master Degree</td>
<td>University of Padova</td>
<td>48 hours</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION AND TRAINING</td>
<td>Master degree for professionals</td>
<td>Lumsa University</td>
<td>220 hours</td>
</tr>
<tr>
<td>PROFESSIONAL PROFILE AND ETHICS OF SPORTS</td>
<td>Master Degree</td>
<td>University of Parma</td>
<td>25 hours</td>
</tr>
</tbody>
</table>

Schools curricula

Sports ethics teaching in Italian primary and secondary schools is not explicitly provided by Law, although it is enclosed within the more general strategy to encourage students to do sport at school. In addition, Italy, implementing the initiatives of the Council of Europe, considers the "European Sport for All Charter" ([http://www.coe.int/t/dg4/epas/resources/charter_en.asp](http://www.coe.int/t/dg4/epas/resources/charter_en.asp)) as a social and institutional commitment thus launching and organizing many sport activities in schools. So, in Italy, sport ethics education or specific lessons are left up to schools and to the will of teachers and of the educational staff, also involving sport associations external to schools.

At present, on the Italian territory, we can refer to 2 good practices in sport ethics teaching in schools:

1. **The project "Sport di classe"** ([http://www.progettosportdiclasse.it/](http://www.progettosportdiclasse.it/))

This initiative, promoted and organized by the Ministry of Education, University and Research and CONI, wants to offer to schools a concrete and coordinated answers to the need of spreading physical and sports education from primary school to encourage educational and training processes of younger generations. In particular, the model wants to:

- give the opportunity to participate in the activities to all primary schools in Italy
- involve all classes from the 1st grade to the 5th (children aged 6-10)
- cover the entire school year
- promote the 2 hours per week of physical education in primary schools
- promote the educational values of sport
- motivate the younger generation to do sport and physical activity

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In the school year 2015-2016, the project has:

- Involved 2,706 primary schools in Italy
- Hired 3,504 tutors
- Involved 51,009 classes with a total of 1,020,180 students

2. The project “A path towards legality. My school adopts TI-It” by Transparency International Italy (http://blog.transparency.org/2014/03/14/teaching-integrity-in-schools-lessons-from-italy/)

The project “A path towards legality. My school adopts TI-It” involved 21 classes from four high schools in Lombardy and seven classes from two primary schools in Sicily in 2014. The complexities of corruption were translated into the accessible language of core teaching subjects so that students could better contextualise it. For example, the staff spoke about corruption in sports during physical education classes, touching on a variety of issues from breaking rules to doping and match-fixing. They also invited athletes to join our classes, share their experiences and interact with the students. In law classes, they focused on ethical codes and had lawyers, journalists and doctors talk about the codes of their professions. During math or geography lessons, indices and surveys of corruption and their correlation with other economic and social indicators were examined. The main strength of this approach is that students realised that corruption is not abstract. They made the connection that corruption is a way of thinking and behaving in different situations, with both direct and indirect negative consequences. Cheating during a sport competition or on a school test – when their true merits are not recognised or judged fairly – is relevant to their everyday lives.

Seminars

Seminars – lessons relevant to Olympic fundamental values offered to sport educators, during the last 2 years (2015 & 2016):

<table>
<thead>
<tr>
<th><strong>Course Title:</strong> ETHICS AND FAIR PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution providing the course</strong></td>
</tr>
<tr>
<td><strong>Type of course</strong></td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
</tr>
</tbody>
</table>
and behaviors concerning fields that link sport to civil society and that represent high moral values in the specific field of the Fair Play and in some issues belonging to the same theme. The Prize consists in a PLATE, created by a designer from Arezzo; it represents the figure of Mecenate, the City of Arezzo and the Symbol of Fair Play, that is the handshake. The Prize is divided into the following categories:

- FAIR PLAY
- LIKING
- SPORTS PROMOTION
- SPORT and SOLIDARITY
- THE MOST CREATIVE IDEA
- SPORT AND LIFE
- THE MYTHS
- A LIFE FOR THE SPORT
- SPORT BEYOND SPORT
- SPORT and WORK
- SPORT and SHOW
- SURE SPORT
- Special Award PRIMO NEBIOLO
- FAIR PLAY Arezzo
- Journalistic Prize - TELLING THE EMOTIONS
- FAIR PLAY FOR PEACE
- COMBATING RACISM
- SPORT and ENVIRONMENT
- FAIR PLAY and HEALTH
- CAREER IN FAIR PLAY
- FINANCIAL FAIR PLAY
- A MODEL FOR YOUNG PEOPLE

<table>
<thead>
<tr>
<th>Website</th>
</tr>
</thead>
</table>

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**Course Title:** ETHICS AND FAIR PLAY

<table>
<thead>
<tr>
<th>Institution providing the course</th>
<th>Panathon International for TORINO2015 – European Capital of Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of course</strong></td>
<td>Seminar</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
<td>This seminar opened the 2 days event “Trofeo Pino Corso”, a sport event for young people aged 14-16 who competed in tournaments of football, volleyball, rugby and basketball without the referees. They acted as their own referees to learn on the field what fair play is.</td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
<td>1 day (5 September 2015)</td>
</tr>
</tbody>
</table>

**Course Title:** FAIR PLAY FROM SPORT TO LIFE

<table>
<thead>
<tr>
<th>Institution providing the course</th>
<th>Municipality of Forlì</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of course</strong></td>
<td>Conference</td>
</tr>
<tr>
<td><strong>Brief description</strong></td>
<td>The conference was open to parents and coaches of young athletes of all sports. The conference aimed to instil a real philosophy of life based on honesty, respect and fairness, values that our young people can feed during their sport activities.</td>
</tr>
<tr>
<td><strong>Total hours dedicated to the subject</strong></td>
<td>1 day (20 April 2015)</td>
</tr>
</tbody>
</table>

Table 30. Summary table for Seminars – lessons relevant to Olympic fundamental values offered to sport educators, during the last 2 years (2015 & 2016), Italy

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution providing the course</th>
<th>Type of course</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETHICS AND FAIR PLAY</td>
<td>Panathon International for TORINO2015 – European Capital of Sport</td>
<td>Press conference</td>
<td></td>
</tr>
<tr>
<td>ETHICS AND FAIR PLAY</td>
<td>Panathon International for TORINO2015 – European Capital of Sport</td>
<td>Seminar</td>
<td>1 day</td>
</tr>
<tr>
<td>FAIR PLAY FROM SPORT TO LIFE</td>
<td>Municipality of Forlì</td>
<td>Conference</td>
<td>1 day</td>
</tr>
</tbody>
</table>

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
4. NEED ANALYSIS FOR SPORT AS MEANS TO FOSTER SOCIAL AND PERSONAL IMPROVEMENT (LITERATURE REVIEW)

This section aims to perform an analysis of the relevant National or European reports, policies, scientific articles, books and studies, etc in order to better understand the need and the positive outcomes that may arise from the use of sports as a mechanism to promote ideals that are broadly depicted and summarized by the term “Olympic ideals”, such as camaraderie, solidarity, diversity, and so on.

Moreover, this section seeks to identify the impacts of participation of children in sports and athletics to their personal growth, as well as the effects to social parameters of progress.

4.1. Ethics in sports and social implications – Sports for all as a tool for social change and personal growth

Sports practice may be a possibility of integrating individuals into a group that may help them define their personality and understand moral values. Sport and physical activity provide to social actors, through their dimensions, the opportunity of assuming various roles, of acquiring new social skills (tolerance, respect towards the others), of adjusting to the team’s goal (through co-operation, cohesion) and of becoming active through the performances of the others. It also represents a defined social field; it is governed by relatively strict rules: there are norms sanctioning non-observance and punishing deviant behaviours. In this space, people learn to take on responsibilities, to respect the laws, to accept each other, to seek consensus, to volunteer for solving tasks (D. Tarschys – Council of Europe). The notion of fair play is vital in this context: one cannot discuss education and socialization without the promotion of moral features, because the specific approaches in the learning process may have positive effects upon the fair-play characteristic and without the promotion of a pro-social behaviour.

A richer society, equality between social groups, restricted access to biological, chemical, nuclear weapons, directing built-up tensions towards non-violent actions – all of these will lead to a mitigation of violent phenomena.

Sport refers to the forms of physical exercises and movement games that may have a spontaneous and competitive character; they originate in the traditional games and founding myths of civilization; its specificity resides in the values of contemporary life (Dragnea, 2002: 12). Its functions – inherited from Antiquity – reveal the values mentioned in the definition above: competitive (it satisfies the need for competition), of maximizing performance, conative (referring to the desire to exercise), socializing (integration, social dialogue, social assertion), cultural and economic. In this respect, sport refers to psychophysical performance, to rules, to
institutionalization and competition, to a pleasant leisure time. Between sport and society, there is a complex relationship seen from the perspective of two currents: idealistic, which regards sport as a free, spontaneous activity, separated from daily life; the second one, which states that sport must be the ideological image of dominant interests in current society (Patrikson, 1995: 38-75). This view has evolved gradually, because the norms and values constructed in society in the multitude of “social fields” are conditioned by those outside the field and by society progress, the two becoming one. Sport is a social phenomenon and it should not be separated, while motivating its actions, from its own context: historical, social, cultural, political and economic. According to Bourdieu (1978: 819-840), sport has an independent history, influenced by impressive economic and social-political events in terms of magnitude, it has its own rhythm, its evolution laws, its crises, its specific chronology. Each “social field” has periods of tension, conflicts and struggles for imposing an idea, a dominant social practice, between the social actors and various groups of interests. In this context, sports culture is the product of the struggle between social classes; because resources are not equally divided, groups with more power and resources will dominate the field of sport. It represents competition and it is based upon play, which suggests the pleasant, the unpredictable nature and the problematic and strategic aspect. In Huizinga’s view, play is a palpable guarantee and a constant maintenance of the freedom reflex, not just sought, promised or dreamed freedom (2003: 7). Freedom is identified in all aforementioned hypostases in various proportions within sport, depending on its specific. The pleasant side suggests the psychological nature of practicing a physical activity, while the strategic, problematic and unpredictable sides are subordinated to scientific disciplines that use reason for problem solving. The harmonious chaining between ludus (problematic play) and paidia (freedom, improvisation, bursting in laughter) characterizes the play (Marcus. S., 1998: 20).

The specific of plays consists in the existence of competing teams. In a competition, the opponent is regarded as an enemy, the one that threatens the space, the freedom of the opponent through the mere presence in the same place. The first reaction will be to eliminate, to isolate from the personal environment the enemy identified using any means (threat, destruction or banishment). The conscience is on the alert and it will focus on the enemy, while actions are led by emotional impulses that weaken rational analysis. We may include play in the rational sphere because players have to analyze the situation, by perceiving the other as an opponent (towards whom the affective attitude may be neutral or friendly), while attention focuses upon the context (where the opponent has partial control). This situation may be governed by a premeditated strategy. The opponent is limited by the same rules of the play; he co-operates throughout the competition. However, affective state is dominated by pleasure, derived from the very unfolding of the spectacle provided by play. The main characteristic of sport is competition, which aims an old objective, hierarchy, a clear order of excellence.
All collective sports involve elements of attack and defence supporting the notion of property by keeping possession of the game object after earning the field, by granting due importance to rankings and to multiple records. The fact that the competing teams struggle for ball possession makes domination within groups oscillatory, as well as among the supporters of the two teams.

On the other hand, physical activities influence positively the individual’s personality, from a cognitive perspective; information assessment will be facilitated using socializing agents, while physical development will modify significantly the increase in self-esteem. Whereas sport cannot be considered the “repair shop” of (wrong) social acts, it benefits from the necessary instruments for fighting against violence and for social integration when it is practiced. The means through which it provides young people with the possibility of relaxing physically, of dissolving spiritual tensions and of setting them away from the aggression facts are simplified by those that influence the emergence of conflicts. Sport regarded as a microcosm is a positive space with favouring valences in the maintenance of social contacts and in the cohesion of groups.

**Human rights**

Sport plays a major role in society today and is a popular leisure activity among children. It is a powerful tool for children and young people, as it offers opportunities for play and self-expression. The practice of sport is seen to be important to the development of children as it fosters their physical and emotional health and builds valuable social connections.

Sport is also helpful in a human rights context as it encourages the integration of children from different cultural or economic backgrounds, those with disabilities and helps promote gender equality. “Sport is, moreover, seen as an efficient tool for reconciliation, peace-building and rehabilitation. Nevertheless, it can be argued that the developmental implications of sport largely depend on the condition under which participation takes place, and that some children in sport face situations that have the potential of threatening their human rights.”

From a human rights perspective, the protection currently on offer does not provide sufficient safeguards for children and it therefore seems necessary to pursue avenues parallel to education and awareness raising to more efficiently protect children’s human rights in sport.

Human Rights in Youth Sport offer critical analysis of some very real problems within youth sport and argues that the future development of sport depends on the creation of a child-centred sport system. All children have the fundamental right to

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participate, enjoy and develop through sport in a safe and inclusive environment. For some children sport is for fun. For others, sport is a passion that can lead to a professional career.

The growing revenues and the search for fame and fortune in sport have in many aspects a negative impact on young athletes and their human rights. The most common forms of children’s and young people violation of human rights are abuse, neglect, violence and exploitation of children, the imposition of training regimes suited for adult athletes, punishment, encouraging the development of eating disorders and doping, psychological, sexual and emotional abuse from parents and coaches (who should be the protectors of the child athlete), over-training and other competitors (who might be subjected to the same abuse). These issues culminate in trafficking and sale of young athletes, and in systematic violation of educational agreements and basic family rights of these children. Moreover abuse can lead to other problems which can have lifelong effects on the child such as physical injuries, health problems, depression, low self-esteem, eating and sleeping disorders, post-traumatic stress disorder and even suicide.

The World Health Organisation report in 1999 defined child abuses as “all forms of physical and/or emotional ill treatment, sexual abuses, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

Particularly at risk are children involved in elite sport, where organised intensive training starts at a very early age. Little or no protection is offered to these young athletes, since neither the CRC nor the Committee on the Rights of the Child have addressed the issue of setting minimum ages in sports. The fact that an elite child is young, and in many cases not able to understand the implications of organised intensive training, or not always in a position to do something about it, makes the child particularly vulnerable to exploitation by competitive parents and coaches.

It is not easy for young athletes to combine long hours of training with schoolwork, and as a result many drop out of school. According to Article 28(1) of the CRC, State Parties recognise the right of the child to education, but there seems to be no real enforcement of the time athletes need to devote to compulsory education. It is also interesting to note that one of the main findings of a recent study carried out by the European Commission was that there was no common strategy for dealing with young elite athletes’ educational needs within the European Union (EU).

29 http://www.who.int

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Another important aspect is the potential for abuse and violence, which increases in situations where intense relationships exist between children or young people and adults who have considerable influence over them. Such relationships often develop in competitive sports when sports coaches and their students spend long hours together. Stories of physical, emotional and sexual abuse of children in sports thus occasionally hit news headlines.

Moreover, it is confirmed that in many countries and different sports, athletes under 18 years of age have tested positive for taking illegal performance enhancing drugs. Doping of young athletes exists under diverse forms and for different reasons. Some child athletes use doping without even knowing it (for example they are asked by their trainer to take vitamin pills).

There is a crucial need for child’s rights to be protected in organised sports as abuses can take place. The United Nations Office on Sport for Development and Peace (UNOSDP) has a strategy in place to protect the rights of the child when it comes to abuse. The most commonly abused human rights in relation to youth sport recognised by the UNOSDP found in conjunction with 1990 Convention on the Rights of the Child are the right to health, the right to protection from all forms of violence and maltreatment, the right to protection from trafficking, the right to education, and the right to rest. Also the UNOSDP International Working Group propose that States should implement policies that educate children, parents and coaches, along with developing polices and international standards to combat human rights abuses in youth sport.\(^{31}\)

Furthermore, the ratification of the UN Convention on the Rights of the Child (CRC) took place in New York on 20 November 1989, and the following year, the Convention went into force. The CRC spells out the basic human rights that children everywhere should enjoy, among them the right to survival, to develop to the fullest, to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. Today, all countries, with the exception of the USA, Somalia and South Sudan have ratified and/or acceded the CRC and are thus obliged to develop and undertake all actions and policies in the light of the best interests of the child.

Paulo David of the Office of the UN High Commissioner for Human Rights estimates that 10 per cent of all children active in sport have their human rights violated and a further 20 percent of children in sport are for various reasons vulnerable and potential victims of human rights violations. However, these statistics and concerns

are in conflict with the CRC and the UNOSDP, which state that “childhood is entitled to special care and assistance.”

All related to sports and education should take action in order to protect children’s fundamental human rights. Developing practices to protect children and youth, and also developing policies that concern sport participation, training and competition should help recognise and prioritise the needs and interests of the child or youth at all times. Educating children about the risks of abuse in sport, their rights and who to ask for help will help combat breaches of human rights and abuse. Raising awareness of abuse to parents by informing them of the possible harms that intensive training can do to their children, their role and responsibilities, and how they can contribute to the prevention of child abuse in sport. Providing training and education to coaches on ethics in sport and acceptable training techniques as well as screening for potential offenders which should help to mitigate child abuse.

The development of a child-centred sports system which aims at developing competitive talent among athletes and fulfilling their human rights and dignity is a way of enabling children to develop holistically in a sports system. A child sensitive system to combat human rights violations would look at promoting equality, non-discrimination and fairness. Addressing the best interests of the child, which allows them to be included in any decisions being made but also allows others to focus on the impact the potential situation may have on the child. Also recognising the child as the subject of rights and their ability to exercise rights makes them less vulnerable to abuse and exploitation. Evaluating the evolving capacities of the child as children are constantly developing therefore consideration has to be given to age, maturity and capacity for discernment. All young athletes are different and cannot compete at the same levels therefore the developmental capacities need to be addressed.

For Celia Brackenridge the securing of better of conditions for children in sport starts with giving children a voice. But that is very difficult. Brackenridge explains that when exploring children’s role in sport, investigators often find it problematic to obtain genuine and true answers from children due to a fear of physical or psychological consequences from parents or trainers.

Sports are probably the most appropriate way to start teaching values. Children love sports and also through them learn to cooperate with each other. Sports educators,


therefore, should attract the interest of children and create an appropriate learning
environment in order to cultivate good interpersonal relations.

Play and sport are not luxuries reserved for only a few, they are every child’s right.
Children have the right to rest and leisure, to engage in sport and play. Children are
often treated as athletes first and children second – it should be vice versa.

One of the best ways to help children and young people to defend their rights are to
give them to understand that they have rights. This knowledge, in together with
education, is the key to protecting their rights. Knowledge of those rights will also
increase mutual respect and tolerance between them, values that is a prerequisite
for protecting and promoting human rights.

Racism, xenophobia

Sports bring together millions of people, regardless of their sex, color, gender, age,
nationality or religion, and thus have the potential to play an important role in
creating an inclusive society.

Sports activities ranging from the local to the national and international level,
embracing leisure as well as competitive sport, can support the integration of
migrants and persons belonging to minorities into society as whole. In other words,
sport events could be an ideal platform to foster inclusion, acceptance of diversity
and mutual respect while combating racism, discrimination and exclusion.

Racism and xenophobia are societal problems that cause serious problems in youth
sports. Racism in youth sports used to mean segregated sports. Today, racism shows
up in different ways. It shows up in how African American children are sometimes
typed – as when they are assumed to be interested in basketball and assumed
to have natural talents for sports. It shows up in the added pressure on children of
color to gain respect through sports. It shows up in the undue demands for poor
minority children or children of color to become professionals rather than simply
have fun through sports. As a consequence, racism can also affect motivation,
enjoyment and levels of participation.

Racism in sport is a complex problem. It includes discrimination, harassment or
vilification by players directed at other players; by spectators directed at players; or
racist behaviour among rival spectator groups which spill over into disruptions
and violence in the stands. It also includes the actions of sporting officials and
coaches, as well as media commentators. Racist attitudes and racist behaviour is just
as likely to include an emphasis on ‘culture’ as it is on ‘color’, including religion,
language, ethnicity and national origins.

Moreover, racist behaviours can have profound impacts in children’s lives. People
are noticing the racism and discrimination that is going on in the sports they love to
watch; however, these high-profile acts are a bigger problem because of the impact
sports have on people, especially children. Most of kids in all over the world love to

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watch sports, so they will naturally have role models who are professional athletes. When a child sees his/her role model in sports committing an act of racism or discriminating against another race, he/she will think it is something that is acceptable. Once one behavior such as a racism behavior is ingrained in a person’s brain, it is difficult to remove it.

One way the racism and discrimination in sports is going to end is if there are severe punishments for these actions. A message needs to be sent in every sport and in adults and children who watch sports that racism is not acceptable and discrimination will not be tolerated. Once the message is sent that discriminatory actions are not acceptable in our society, the long-lived aspect of racism in sports will be eliminated. In turn, these acts will begin to fade.

As Waleed Aly from the Islamic Council of Victoria said: “The benefit is that sport is largely a meritocracy. Where sport is the vehicle for culture anyone can jump on board. You do not need a genetic link to the nation’s past. Cultural life is not so much about a shared history as it is a shared present”⁴. McNamara goes on to say that ‘Even with all its limitations, sport is a place where racism might be meaningfully tackled with regard to participation at all levels, where indigenous achievement and identity can dominate on their own terms, and where spectator behaviour might recognize and respect difference. To the extent that sport builds social and cultural bridges, and to the extent that it reaches out across the community in both practical and symbolic ways, it is an exemplary site in which to combat racism and racial hatred’⁵.

One of the distinctive features of human rights instruments and the Olympic Charter is to oppose all forms of discrimination. In sports, any type of discrimination is prohibited, such as based on race, colour, gender, language, religion, political or other opinion, national or social origin, belonging to national minority, property, disability, birth or other status. Both human rights and the Olympic ideal envisage a society without any discrimination.

Racism and xenophobia phenomena are not recently discovered rather they exist many decades now. However, due to the situation that has been shaped in all Europe by the migratory waves, racism emerged as a major issue that needs to be solved by the European Community. Sport can provide an excellent vehicle for establishing norms of behaviour that can be emulated by the rest of society, particularly by children and young people. Sport offers opportunities to break down barriers and encourage participation in a way that other areas of society may struggle to match.

The best way to combat all forms of discrimination is education, especially for young generation. Education can enhance the respect for human rights and the Olympic principles of friendship, equality, isonomy, respect and excellence. Especially physical education has an important role to play in the transmission of such values through movement and games that create a unique way of non-verbal communication without the linguistic difficulties produced by different languages and culture. Each physical educator should be in position to develop and facilitate the inclusion of children with different color, language or social origin through their participation in physical activities.

"Sport has the power to inspire," Nelson Mandela once said. "It has the power to unite people in a way that little else does. Sport can create hope where once there was only despair. It is more powerful than government in breaking down racial barriers."36

In a world where the borders between peoples gradually eliminated and cultures embrace each other, it is important to be properly prepared to live together harmoniously and happily. Children come to school with stereotypes and prejudices, from their family, peers and the media. Educators are obliged to intervene towards the deconstruction of existing prejudice and stereotypes. They can play an important role in preparing young people for such a partnership. They also should have the responsibility to cultivate values, knowledge and skills necessary in the context of anti-racist education.

**Multi Culturalism**

Today’s society more than ever is a pluralistic society that has different cultures, value systems and lifestyles. It includes, therefore, within people of both sexes, people with mental and physical disabilities and immigrants with many different religious ideologies and different social classes. People of all cultures, background and faith face the challenge to be citizens of the same country, students in the same classroom, athletes in the same team. The constant changes in cultural composition of modern societies lead in searching common ways of in order people be able to live together with respect and tolerance.

Thus, the goal of a multicultural society is to create an environment in which different people and cultures can live in harmony with mutual respect and knowledge of the unique quality of each other.

Multiculturalism seeks to promote the value of diversity and equal opportunity for all people through understanding of the contributions and perspectives of people of

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differing races, ethnicity, culture, language, religion, gender, sexual orientation, and physical abilities and disabilities. Multiculturalism is an ideology, which has been often linked to the reality of understanding the contribution of different groups.

Sports may provide a common ground where integration can be cultivated. Sports can help in the promotion of interaction among people from different cultures, while also helping individuals maintain ties with their own cultural groups, thus facilitating the maintenance of their cultural heritage.

Ian P. Henry argues that sport can play a major role in building an essential intercultural consensus. To help achieving such a goal, one must beforehand reject the essential view of separate and incompatible cultures. He says that “sport cannot solve the fundamental dysfunctions of a global society, but it can form a small part of contributions to wider solutions”\(^{37}\).

Sport participation has been recognized as an important socializing agent; the sport environment is considered a suitable setting for the development of social and moral values, particularly for youth.

At school, and sports in particular, the need for Intercultural Education has identified several years ago (Greendorfer, 1983)\(^{38}\). If Physical Education and sports want to meet the needs of each child, should take into account the culture of children. Children participating in physical education and sports classes have different backgrounds, different social, national and economic environment, individual and family principles, assets and liabilities.

Children’s education in sports’ multiculturalism plays an important role in supporting unity and equality in relation to sports. It also evaluates the benefits of sports in cultural diversity and multiculturalism. In this way children learn to express and share their culture while learning about other cultures that are different from their own. By teaching multiculturalism to children, an understanding and a respect for all cultures is created, as well as the perspectives of children are widened and can lead to empowerment and human dignity.

Children through multiculturalism can also learn to accept themselves for who they are and try harder to understand those who are different to them. Through this way they feel more in touch with their current place of residence, to empathize and develop relationships with people from all over the world, entry into the global community where they are capable of communicating with a vast range of voices, opinions, experiences and world views.

Sports not only focuses on the psychomotor domain, but oriented and to cognitive and emotional areas. Healthy social development through planned group activities,

\(^{37}\) Ian P. Henry, Sport and multiculturalism: a European perspective, October 2005

is the focus of a good quality physical education program (Hellison, 1985). Sports give considerable emphasis on emotional issues. They are a unique opportunity for promoting multicultural sensitivity, by promoting healthy social development through the collaboration with others that belong in the same team/groups or through collective experiences.

Sports can be a learning environment that supports, respects and promotes diversity, giving equal learning opportunities and helping in the development of personal and social responsibility of foreign children for their smoother integration into society. Moreover, it can provide opportunities for collaboration, team resolve problems and disputes, encourage decision-making, as well as developing the interest for others. Yet, it can focus on acquiring a deeper appreciation for the diversity and uniqueness of each culture (Wuest & Lombardo, 1994).

**Gender and Equality**

Gender equality is a right through which anybody is free to develop their own aptitudes and to express their options, without being influenced by gender particularities. The different behaviours, aspirations and needs of women and men should benefit from equal appreciation and promotion. Across Europe, there are still gender inequalities, especially on labour market, where more women occupy less paid sectors and functions with lower decision-making power. In this context, equal opportunities represent an important point in terms of equal treatment for men and women, by taking into account their capacities, needs and aspirations. Equal opportunities also refer to the visibility, autonomy and equal participation of the two genders in all spheres of public and private life. In Europe, according to a report regarding gender equality published by the EU (2013), whereas gender equality gaps are decreasing, progresses in this domain are slow. The report unravels the persistence of inequality between men and women concerning labour force occupation rate, salary level and representation in public life. On average, women earn 16.4% less than men do. Across Europe, only 27% of Parliament members are female. The report estimates that we need over 70 years to reach gender equality in terms of salary and 20 years for women to have 40% representativity in national parliaments. In order to adopt a new international development framework in 2015, The European Parliament requested an independent objective regarding gender equality, and guaranteeing at the same time the integration of gender dimension within all the objectives. We refer here to eliminating the forms of discrimination,

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ensuring equal access to jobs, to improving the access of women to education, to health and to protecting migrant women.

In the same respect, The European Commission launches a series of actions for 2017, meant to combat all forms of violence against women and girls.

All aforementioned aspects also apply to the field of sport; however, the new policies tend to standardize access to education through sport, to integration through motor activities and to equality through equitable payment for similar work executed by both genders.

Social Inequalities and Social Exclusion

There is a belief according to which races are unequal, thus ensuring the justification of hegemonic desires, of the one of being original along with the one of eugenics. Racism is the result of damaged human relationships between individuals from different races who live in the same territory, but equality is seen as impossible. This attitude – originating in the view of biological, hereditary and intellectual inequality – is a commonplace in sport; it represents the complex of behaviours founded on social and cultural differences, but sport may repair the emergence of exacerbated behaviours referring to social stratification. The manifestation of race inequality concretizes practically or through the beliefs that the world is created or leans against the syntagm of social stratification, which highlights that the segregation of social actors is based on biological and exclusive entities named races. In sport, racism is based on sports rivalry, ethnical conflicts and urban hegemony (D. Bodin, 2001: 22). Racial manifestations are encountered at all levels of the game (of all sports branches): racial abuse, intimidation, discrimination and harassment are obvious among supporters, players, trainers, managers and administrators, despite the excess of anti-racial advertising (J. Garland, M. Rowe, 2001: 3), but only because the economic interests prevail. The aforementioned authors posited that racism must be regarded and understood from the perspective of hooliganism, as a part of this behaviour specific to sport crowds (2001: 179).

The way sport eliminates social differences comes from the perspective of talent, of the teammates’ skills and of the synchronization of efforts for obtaining points. Coordinated, harmonized and focused effort supports the idea that sports activity can eliminate this type of behaviour within a sports group.

Social inequality has the “quality” of being present in all spheres of social life, in institutions; it may generate violence; it may trigger doctrinal proposals or currents of ideas. It may exist under the form of prejudices; it may determine collective behaviours or it may end up in a de facto segregation, but the strategy of a common objective annuls the state of hierarchization within a group, a community.

In its most powerful manifestations, social exclusion inscribed in the structure of communities may constitute a central principle of stratification, may become
dependent on the relations of domination. It legitimates acts and practices that may be pre-existing, unfolded in a favourable environment. No study has demonstrated clearly that violence is created directly by social exclusion or social inequality; the field where they manifest themselves authorizes and supplies them and the one that promotes them is aware of the supporters. Hence, it may be considered a strategy of unbalancing societies, a faulty belief that differences exclude. Actually, they are able to unify a group and make it more effective, by distributing tasks equally and by using the qualities of each individual with a constructive purpose.

Violence cannot be dissociated from a more general position that acquired certain representativity.

**Aggression and violence**

Sports show has polyvalent influences upon the public: social, psychological, esthetical, biological, while activities are examples to follow because they motivate sports performance, victory, self-improvement, tolerance. Sometimes, it provokes mimetic excitation and the feeling of victory; it triggers passions that transform pleasure into violence (D. Bodin, 2001: 22). Hence, in this space we identify deviations from norms because there are premises for starting conflicts, for violent behaviour, originating in racial, religious, ethnical or national identity differences. From ecstasy to violent manifestations, the border is small and violent behaviours (characteristic to fans of soccer, basketball, handball teams) oppose to the main objective of sport: non-violence. The relation between the public and the sports show deduces from the degree of cultivation of the public. The latter has two fundamental functions: the public is the spectator and the co-participant to the competition. In the first hypostasis, it addresses the spectacular character of the party, by requesting and expecting from the competing athletes sports artistry; in the second hypostasis, spectators manifest themselves as associates of the representative team, by expecting victory, reason for which they provide instructions, encourage favourites, acclaim, whistle, swear, mock competing partners with demobilizing purposes. Children are among fans and learn aggressive behaviour and after that they propagate it in society. The arena may be a celebration field or a battlefield, by adapting to supporters and by ensuring them space for unwinding. The aggressiveness of arenas is also manifested in the exterior through symbolic, ritual acts (R. Chatar, 1994: 39). We remind here that certain forces leading or stimulating spectators to exaggerated, powerful acts in terms of intensity and pain: supporters’ leaders. The imitation by supporters of the actions of their heroes seems to be another reason for unleashing, activating the aggressive primitive features and in this context they will manifest explosively. They do not isolate themselves; they do not withdraw in order to understand the message conveyed by the field actors. From a spiritual perspective, the supporter is part of the whole, by reasoning depending on the images succeeding on the field and by reacting to the messages received, thus resonating with the others.
The sociologist Erving Goffman states that individuals gather for any sport or social environment looking for the atmosphere that a compact crowd of tipsy persons can create. In the space destined to sports, the public is disinhibited, far from the daily issues and from each person’s reality. They come there; they mobilize for the pleasure of living the show, not for being violent (P. Mignon, 1995: 17). There is a thin line from ecstasy to violent manifestations and hooliganism (characteristic to soccer crowds) emerges, too. Not all sports events include violent supporters; a variable may be the geographic position comprising social and moral factors triggering violent behaviours (disadvantaged areas, high population density, increasing number of unemployed, lack of education and social control institutions), but this is not a rule.

We envisage a situation where violence may become the norm, thus encouraging increased level of aggressiveness and the transformation of sports values.

In our opinion, spectators identify themselves with the heroes of sports arenas and they make a sensible difference between the concepts in question, aggressiveness and violence. Always a state of tension, preceding aggressiveness, may provoke the emergence of violence. The state created by a crowd before the start of a competition, while watching a game, after the end of a competition are due to the absence of a protective framework created by society, where individuals can manifest themselves violently without being afraid of repercussions. Compared to the aggressiveness between athletes, sanctioned by referees without serious consequences at a social and personal level, (as they are protected by the social framework of organized sport) extreme supporters solve the aggressive or violent issues on the field in a courthouse. Actually, G.W. Russell mentions this aspect in his work *The Social Psychology of Sport*: “the same violence by players is adjudicated by referees or umpires under the *de facto* authority of the ‘rules of play’ (...) participants in the most combatant sports risk considerably weaker punishments for illegal aggression than do their fans”.

**The role of sport in the lives of people with disabilities**

Sport is one of the most important discoveries in human history. It acts physically, mentally and intellectually to the individual. The activity gives a positive impact both in the anatomic - physiological aspect and educational impact to the personality. Therefore, a large percentage of the world population is engaged in sports activity. For these reasons, the relationship of the state and society towards people with disabilities, sport occupies an important place as a social phenomenon. It helps both in socio - integration process of people with disabilities and socio - cultural exchanges.

Therefore, sport for people with disabilities is supported by the global society and get more its own appearance. It doesn’t go unnoticed by the leading international institutions such as the IOC, EU SME and others. Because of its advantages European
Community, represented by the Council of Europe drew attention to the sport as the main engine for the good health of the citizens of Europe. Its policy is aimed at two main directions:

- protection of morals in sport
- protection of benefactors in sport

Work on the first direction is outlined in 1997 in Strasbourg. This meeting identified the key parameters in which European sport will evolve: developing “sports for all”

It is noted that this area of sport is a means of: improving the quality of life; and through it the social integration and social cohesion facilitates, especially among people with disabilities, young people and all social groups in society, educating tolerance through sport and protect it from serious threats to which he faces today

Council of Europe has focused on these specific tasks of sport as a social phenomenon, because:

- The model that sports give to the society is of a greater importance
- Sport plays an important role in the social integration of the whole society
- Sport plays an important role in the health and welfare of the population
- Sport plays an important role in moral and ethical values, which confirms
- Sport plays an important role in the development of culture and cultural values of society

Democracy in sport! It’s the sound of all official received documents the Council of Europe. Democracy in sport, it is a way that builds European and world sport!

For the first time this happened to the adoption of the Charter “Sport for All”. Through it the direction of democratization of sport emerged in modern society. Years later the Council of Europe must respond to the same challenge. Currently, his direction is to stimulate voluntary work in sport in the new member states of the European Union. Council of Europe created a Committee for sports development. Since 1992, this Committee is headed by the European Sports Charter. It is the updated version of the Charter of 1975 and meets modern requirements and necessities of society. It is complemented by the Code of sports ethics. The purpose of this code is: to do the ethical, safe and healthy sport accessible to everyone. It is emphasized that this can be done only through close cooperation and responsibility between state institutions and NGOs.

To meet the new challenges of contemporary Europe, the Council of Europe set up a program for assistance, which is known under the name SPRINT (Innovation and training in sports reform). The purpose of this program is: to help new member states reform their sports structures. The program covers the following directions:
• sports law - corresponding to modern requirements and needs of society
• financing of sport
• training
• promoting voluntary activities

To ensure the application of the principles of the European Sports Charter throughout Europe, the Committee for sports development held several events. Training seminars and awareness are aimed at:

• protecting sport from harmful effects (promotion of sportsmanship and fair play)
• preventing discrimination in sport (applying the principles of the European Charter to women and people with disabilities)
• promoting the relationship between sport and health (keeping the place of sport in the education of young people)
• exchange of information on new types of sports facilities
• study the sports impact on the economy

The development of the Paralympic sports gives a clear idea about the attitude of the countries and society towards people with disabilities. These relations are manifested in the problems represented by the scientists related to the humane values in sports and its impact in the development of the general human relations internationally. Seen from the cultural exchange, it plays an important role in the international cooperation such as: cooperation for the establishment of corporate relations between countries, goodwill, etc. Its main direction is to increase the cultural values that contribute to global social peace among countries. Modern sport is developing in three main directions: mass sport (recreational), sport excellence and professional. Each of these directions in the development of wheelchair sports has its own means, methods and forms of its own distinct, driven hierarchical goals and finally certain activities.

International Paralympic Committee
Sports for high sports achievements for people with disabilities is a relatively new social, cultural and educational phenomenon functions in three educational structures: Paralympic sport - bringing together representatives of five nosological groups: disabled people with visual impairments, with amputations, paraplegics, cerebral palsy and representatives of a medical group with various injuries(dysfunctions) of joints (main competitions - Paralympic games);
Special Olympics

**Deaflympics** - bringing disabled people with hearing impairments (main competitions - Deaflympics games); sports representatives with deficiencies in intellectual development (main competitions – Special Olympics).

It should be emphasized that in the opinion of sports expert’s high sports achievements (excellence) for people with disabilities is developing according to the laws of high sports achievements in healthy people. At the same time, it has its own peculiarities, as follows:

- a necessary adaptation of rules
- inventory and equipment complying with the functional capabilities of disabled
- specific diagnostic systems of classification of teams in different sports - types of competitions and more.

It should be noted that the sport of excellence received a major boost for development in recent years worldwide. This is based on:

- the growing role of international sports organizations
- sports calendars and promotion of sport for people with disabilities
- humanization of society, which is reflected in the integration trends, the inclusion disabled people in different social structures.

4.2. Sports participation for children and its effects on social progress and personal growth

The White Paper on Sport -11th July 2007 has been the first large-scale European initiative on sport, setting strategic guidelines on the role of sport in the European Union particularly at social and economic level. In the White Paper, the Commission pointed out that time spent in sports, whether in school PE lessons or extracurricular activities, could result in substantial education and health benefits. However, it is clearly seen that on the one hand the European Commission recognizes the value of sports and encourages different countries to create the conditions, but on the other hand, each country has different rules and different modes. The EU Lisbon Treaty (Article 165 of the 2009 EU Lisbon Treaty) has slightly changed the situation, as it gives the European Union a legal basis for a new competence on sport which calls for action to develop the European dimension in sport.

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The perceived role of physical education has expanded (it has been granted a role in achieving broader educational objectives such as whole school improvement, community development and effecting personal behavioural and attitudinal change) over the years and to some extent there has been a re-affirmation of its purposes for which some people have long such argued. Healthy lifestyle and wellbeing at schools are also very closely related to the development of PE at schools. Cross-curricular activities in addition to various opportunities and options for practicing sports during and after school days are supposed to motivate students from the beginning of their school career till the end. The support for individual choices for healthy lifestyles and new hobbies should be one of the key actions on a governmental level, and from there should be implemented in all school levels.\(^{42}\)

The EURYDICE report “Physical Education and Sport at School in Europe” \(^{43}\) indicates that physical education can contribute to the personal and social development of young people. Physical education can contribute crucially to the personal growth of young people in helping them to develop physical awareness and belief in their own physical abilities, along with a general feeling of bodily well-being and thus greater self-confidence and self-esteem. Physical education also develops their willpower, sense of responsibility, patience and courage. At the same time, it helps them to be realistic about their physical and other capabilities and in their decisions and actions, so that they both learn to accept themselves and tolerate differences in others. The health benefits of physical activities also contribute to balanced mental attitudes. Physical education seeks to develop self-reliant assertive behaviour in a variety of situations, and enables young people to discuss and discover ways of dealing constructively with negative emotions and stress. Besides, thanks to sport practice, young people can acquire ‘soft skills’, such as good communication and constructive cooperation with others on an equal basis. Many EU countries stress the value of integrating young people into society, and nurturing and improving their sense of solidarity, social interaction, team work and team spirit, fair play, and their respect for rules and for others, as part of developing their social personality to the full. The significance of broader human and environmental values has been firmly noted by a few countries.

In 2008, the Roehampton University, London, UK published the book “Positive Youth Development Through Sport”\(^{44}\). The aim of this book is to explore research and practice relating to the structure and delivery of youth sport in order to shed further light on its use as a developmental context to promote Positive Youth Development.

\(^{42}\) “Sport and School Education. Promotion and integration of all sports into curricular activities” – Report of the ERASMUS+ SPORT 2014 project NOT ONLY FAIR PLAY http://notonlyfairplay.pixel-online.org/index.php

\(^{43}\) Physical Education and Sport at School in Europe, Eurydice Report 2016

\(^{44}\) Positive Youth Development Through Sport. Edited by Nicholas L. Holt, Associate Professor in the Faculty of Physical Education and Recreation at the University of Alberta, Canada. 2008
Youth participation in organized sports has been linked to indicators of adolescents’ physical, social, psychological, and achievement-related behavior and development. Researchers (Barber et al. 2001; Eccles et al. 2003) found that, in comparison to non-participants, youth who participated in organized sports reported greater increases in liking school between 10th and 12th grades, received more frequent educational and occupational support, had higher academic performance in high age 24 that offered autonomy and a promising future. Youth sport has the potential to accomplish three important objectives in children’s development (Cote and Fraser-Thomas 2007). First, sport programs can provide youth with opportunities to be physically active, which in turn can lead to improved physical health. Second, youth sport programs have long been considered important to youths psychosocial development, providing opportunities to learn important life skills such as cooperation, discipline, leadership, and self-control. Third, youth sport programs are critical for the learning of motor skills; these motor skills serve as a foundation for recreational adult sport participants as well as future national sport stars.

The last decade has witnessed a significant increase in the number of youth programs that are based on the belief that sport participation can enhance personal development and eliminate problems. Unfortunately, simply playing sports does not ensure that young people will learn the skills and develop the attitudes that will prepare them for productive futures. There is growing evidence, however, that if sport is structured in the right way and young people are surrounded by trained caring adult mentors, positive youth development is more likely to occur.
5. NEEDS FOR EDUCATION

The aim of this section is to provide proposals for the development of appropriate educational material and social needs per partners’ country for the sport teachers and coaches that will be trained through this project, in order to help them teach the children about the principles of the FAIRHAP Project.

5.1. GREECE

“Physical education and sport, as an essential dimension of education and culture must develop the abilities, will-power, and self-discipline of every human being as a fully integrated member of society. The continuity of physical activity and the practice of sports must be ensured throughout life by means of a global, lifelong, and democratized education.”

According to modern and progressive educators, sport is used as a pedagogical value and treatment. Sport is not just a game or a purely physical activity, but a lifestyle and a philosophy. The prospects of sport go far beyond competitive action. They have as their object the man himself. It is a philosophy of life that elevates and combines them into a balanced whole the qualities of body, will and spirit.

The «Ευ αγωνίζεσθαι» or Fair Play, a way of behaving or of treating other people that is honest and fair, is a fundamental element of any sports meeting and any actual sportsmanship. Fair play shows roads through which the symbolism of sport affects society itself.

Fair play is the concept that vindicates sport. It is the spirit of sportsmanship that demonstrates the greatness of each athlete and man and is the biggest win in any race. It is particularly important that young people be initiated in "fair play" and to understand it’s specific value in order to limit phenomena that tarnish sport’s values and ideals.

Human rights

Research studies, evidence have drawn attention to the importance of children’s and young athletes human rights in sport. The protection of those rights is essential in every country around the world. The optimal development of children is crucial to the well-being of any society. Children’s earliest experiences significantly influence their future development. The quality of early childhood development has a strong

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45 United Nations Educational Scientific and Cultural Organization
International Charter of Physical Education and Sport
influence on children’s eventual contribution, or cost, to society over the course of their lives.

It is absolutely necessary nowadays in all societies to use all means provided by education and not only in order to forge especially on the conscience of young people those ideals which lead them to work for and create a truly free democratic society thus a better and more human world.

The best way to promote the respect of human rights is education, especially for the young generation. Education needs to raise children with the Olympic principles of friendship, respect and excellence. It is very crucial for children to understand what their rights are and what they can do if they believe that these rights are violated.

Another important issue in our society and in sports is that of people with disabilities and special educational needs and their participation in physical activities. The Physical Education and sport are areas that reflect stereotypes and exclusions that apply in society for people with disabilities. Simultaneously, however, are areas in which trainers can put these issues and to raise awareness of children’s behaviour.

Children should be encouraged to acknowledge and accept diversity, respect other children with different backgrounds, fight social inequalities and exclusion, establish positive and creative relations, and take part in decision-making and collective action.

Racism, xenophobia

One of these phenomena is racism and xenophobia, which exist for many decades now. However, due to the situation that has been shaped in Europe and particularly in Greece by the migratory waves, racism has emerged as a major issue. Greek society has to take into consideration the new multicultural reality of Greek schools and the ethnic and cultural diversity in classes, familiarize the pupils with the notion of «otherness» and implant the respect for different cultures and mother languages. It is a substantial reform of the current educational system that seeks to render the principles of interculturalism indivisible as an element of Greek school. Schools need to become a place of mutual respect between pupils with different backgrounds, the educational process need to be further enriched for the whole school community, diversity needs to be further recognized by everybody as wealth instead of as a threat and, ultimately, the appearance of phenomena of racial violence and xenophobic speech should be prevented at its root.

Education can help the new generation to understand and promote the social values of equality, isonomy, etc. Especially physical education has an important role to play in the transmission of such values through movement and games that create a unique way of non-verbal communication without the linguistic difficulties produced by different languages and culture.
**Multi Culturalism**

Schools are a real microcosm of society. Young people are negotiating multiculturalism that is seeing within the wider environment. In Greek schools of the 21st century there isn’t the ethnic and social homogeneity of students that there was a few years ago. The presence of a number of foreign students, expatriates, Roma, and finally children with disabilities creates a new situation where the diversity prevails. Schools can be a real and very important setting for socialization in which race and racism can be normalized and often racist behaviours and attitudes as well can either be countered or perpetuated.

The educational system can play a decisive role in shaping a new sports education through experiential exercise and education. Young students can be trained and socialized in a new sports’ culture that sees sport as an instrument of the body and mind, as a mechanism of development and progress, as a field of emotional arousal and collective action. It is needed to be create a new generation of athletes and fans with perspective and critical reflection that are not trapped in intolerant, racist and sexist attitudes.

**Gender and Equality**

Moreover, we may be in the 21st century but women and girls are still crowded in sport. Although sport theoretically supports gender equality, the reality is often different: the administrative bodies continue to be dominated by men, coaches women are often earn less than their male colleagues and girls are more likely to suffer sexual harassment in sport than do boys.

Gender equality in sport is directly connected to the hierarchy of sexes in society. One point that particularly requires the trainer’s attention is the dangerous of the creation of stereotypes between men’s and women’s sports’ activities when boys are choosing to involve with so called "feminine" sports (eg skating, gymnastics). Something similar happens with girls who have a strong inclination to sports or choose to deal with “men’s sports” (eg football, wrestling).

**Social Inequalities and Social Exclusion**

Social exclusion and sport is a complex and multifaceted area of research. Single parent families, ethnic minorities, disabled people, elderly, people with disabilities, people who live in poverty, women and young girls face both similar and different challenges and often confronted with social exclusion.

Any policy that aims at alleviating social exclusion in relation to sport participation needs to be able to tackle processes of social exclusion across multiple policy domains and with a broad view to those being confronted with social isolation and barriers to full participation in civic life.
The main determinants of social exclusion are rooted in social inequalities. In order to effectively prevent and remedy the risk of exclusion for many young people, the determinants that generate social inequalities need to be redressed.

The sport world also needs to take hard and demanding steps, but such steps should be taken alongside a cross-policy perspective with a real likelihood of being able to address the root causes of social inequalities and social exclusion.

The issue of education, inequalities and social inclusion is one of immense significance. Inclusive education is not just about disabled pupils. It is about all pupils, it is a social movement against educational and social exclusion. Education as well as education through sports in action plays a major role in the reproduction and/or transformation of social inequalities and exclusion.

**Aggression and violence**

Moreover, the phenomenon of aggression and violence in sports is not something new, either in Greece or in the world. Many times it is observed the lack of sports culture viewers not only in sports field competitions, but, unfortunately, even in school championships. Sport should not relate to blind violence, crime and lawless behavior and activity. Both in theory and practice it is widely accepted that the most essential measure to prevent and combat violence and discrimination is the development and systematic implementation of a specific and clear policy at school level. What is needed is an alternative culture of sport, a different culture based on tolerance and understanding on the cooperation of all stakeholders in the sport. Children should learn and be motivated to overcome their differences, to come closer to their peers, to learn to respect others, to respect diversity, to understand that violence and offensive comments are not the solution for any problem.

**Acceptance of ethical, social and sporting rules**

We are living in a time where top performers are judged by different standards. It’s as if they are above the law as long as they keep winning. So we have steroid use, trash-talking, and general anarchy on the playing field. We’re seeing more and more examples of this on television and in the papers; players can assault coaches and officials, and “everybody’s doing it” is the catch-all justification for unacceptable behavior. “Winning is everything” is the rallying cry, not just in sports but in business and in life.

An ethical approach to athletics is sportsmanship. Under a sportsmanship model, healthy competition is seen as a means of cultivating personal honor, virtue, and character. It contributes to a community of respect and trust between competitors and in society. The goal in sportsmanship is not simply to win, but to pursue victory with honor by giving one’s best effort. Ethics in sport requires four key virtues: fairness, integrity, responsibility, and respect.
The sportsmanship model is built on the idea that sport both demonstrates and encourages character development, which then influences the moral character of the broader community.

It is very important for sports trainers to teach and transmit the values of sports ethics to children. They should help them to understand the rules and their importance and encourage respect for your opponent. Teaching children the value to think and act ethically; will produce people who have a greater respect for life and democracy.

**Emergence of entertainment, fun and joy through the game**

The educational system in Greece is extremely demanding. Children are either forced to spend several hours studying at home with parents or tutors, or seek private tutoring in schools known in Greek as “frondistiria. So, it is very crucial for them to experience enjoyment and feelings of competence through their participation in various sports activities. Sports can help them to release their energy, to entertain themselves, to have fun and joy through the game.

Sport is an educational and training tool, for personal and social development, of extraordinary power. In and through sport is believed that people are capable of building a better society for themselves as well as for future generations.

**Coexistence of ecological conscience and exercise**

Furthermore, sport which respects the environment is a new concept both in sports and in environmental circles. As a natural human activity, sport requires a healthy natural environment and thus may be an incentive and inspiration for deeper respect for nature.

The development and systematic dissemination of educational programs will play a key role in establishing a link between sports and environmental education, which will allow children and young people to learn about the environment during their training. We cannot ignore that sport is one of the most important ways of recreation for modern citizen and it can be an important lever to influence in the direction of environmental awareness. So, it is crucial to include environmental education in the training programs, where teachers and coaches will be able to act as multipliers of the message.

The school process provides the first proactive approaches to environmental consciousness. Teachers and coaches should use experiential learning in order to give pupils a positive attitude to the environment. Direct experience is particularly important for the acceptance of values, the acquisition of skills and construction of knowledge. In this field, outdoor sports can play an important role.
It is crucial to the successful development of every child to instil and teach them through participation in sports activities, at an age that is most vital to the development of character and personality, all the universal values that are concentrated in the Olympic ideals, such as excellence, friendship and respect, respect for the rules, respect for oneself and respect for others. The promotion of those values is as a sequence the promotion of the rights of all children.

Clearly, we need to use education to advance tolerance and understanding. Perhaps more than ever, international understanding is essential to world peace - understanding between faiths, between nations, between cultures. Today, we know that just as no nation is immune to conflict or suffering, no nation can defend itself alone. We need each other - as friends, as allies, as partners - in a struggle for common values and common needs. -Kofi Annan, Former United National Secretary General (Annan 2001).
5.2. ROMANIA

Education ties exercising to the needs of the present environment, it unites labour with the need to take action and it encourages one’s efforts with the reward resulting from achieving one’s goals.

From the socio-psychological perspective, education takes place in an organized environment, where there are certain interpersonal relationships at play (parent-child, student-student, teacher-student, teacher-teacher, teacher-parent etc.). The way a student reacts to the formation process will depend upon: the way his/her goals match those of his/her teacher and the way he/she thinks others may react to his/her behaviour. There are various functions that can be attributed to education, among which the cognitive-informative one, the formative and the status ones, the economical function, the axiological function underlining the criteria used for ranking values, the one correlated to the integration of one’s own abilities into his/her social life and to the ways the latter may be changed.

Since we are discussing sport and its formative aspects, we can assess that, during the school years, physical education aims at preparing for the labour market, while intellectual education refers to shaping a scientific-atheist concept of the world, and civic education focuses upon living in a society where people reciprocally respect the others’ norms, values, and needs. There are two entities involved in the education process, the individual and the society, therefore the various aspects of education constitute a solution for satisfying the society’s needs and aspirations, together with its progress. It is very interesting to observe the fact that some educators include into the whole of cultural values man’s physical body: "in our times, the body resumes its place among the cultural values and this in all respects. Health and physical balance, aesthetics and prestige, support for communication and expression, privileged instrument of emotional experience" (Faure E., 1974: 235).

Physical education, practicing motor activities, collective sports, as factors in personality training and development had always had a leading role in the perfection of the individual, with a crucial formative period and a curriculum that should focus on equipping children with universal, Olympian values, those awarding their beneficiaries with a proactive attitude, shaping the human being, educating him/her in the modern spirit of the period when he/she lives and the profession he/she will embrace. Formal training follows the model established by the current generation and by global requirements, also employing the new types of education.

Human rights

Education shall be directed to the full development of the human personality and of the sense of dignity, strengthening one’s respect for the human rights and the fundamental freedoms. Through sports, people develop both physically and intellectually. Participation to sports activities increases self-confidence, it provides
opportunities for personal achievement and respect for others, especially for people with disabilities, through events such as the Paralympic Games.

In what children are concerned, the Convention for Children's Rights mentions that the education of the child shall be directed towards developing the child's personality, talents and of his mental and physical abilities. Furthermore, it also mentions the rights to rest and leisure, to recreational activities and the right to play, in accordance with the child's age. The fact that everyone has the right to participate to the cultural life is mentioned by Article 27 of the Universal Declaration of Human Rights and by the Agreement on Economic, Social and Cultural Rights. Sports - of any kind – are undoubtedly an important part of the cultural life in all countries and for this reason it can be inferred that every person has the right to enjoy them, either as a spectator, a competitor, or as player. Although sport in general is not recognized as a human right, practicing it and the way it is encouraged also have deep implications for the human rights. In certain circumstances, it can be used as a tool in promoting them. Participation to sports generates shared interests and values and communicates social skills that are necessary for democracy. Sport encourages the social and cultural life byuniting people and communities. Local and national teams are often multinational or multi-religious, while spectators are also very different from one another. Thus, sports help in neutralizing differences and encourage dialogue. They also help in fighting against prejudices, stereotypes, cultural differences, ignorance, intolerance and discrimination.

Racism, xenophobia

Racism is, in terms of the psychological methodology, a form of "essentialism". Cognitive essentialism is a widespread and extensive classifying mechanism, typical for the human thought, covering intellectual processes of both adults and children, of both individuals from socially advanced countries and of tribe members living still in full prehistory, socially speaking. It can be summarized by the spontaneous and persistent, unconscious and intuitive trend to represent things or persons, considering their characteristics as products of an "essence" which in fact is fictitious, but it is perceived as belonging to a certain category.

There are European projects and policies which see in sport a sort of repair shop for the fear of the unknown: the "MOVE" project, encouraging the psycho-social development of children through games and sports, is based on the intervention model "Movement, Game and Sport" (MJS), implemented in collaboration with UEFA and the Policy Center for Roma and Minorities, aiming at bringing together children of different ethnicities in order to engage them in sport activities designed to develop their personal and social skills.

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
Multi Culturalism

Multiculturalism refers to a selection criterion that ensures the equal participation of races, genders or ethnicities to all sports, and to the political, social or professional life. Originally, the concept was born from the refusal to discriminate. A multicultural society is one where each individual, irrespective of nationality or religion, has equal rights, including the one to use his/her sports skills to participate to competitions. A lot of international rules guarantee these rights. In time, however, the initial non-discrimination has become, in its turn, discriminatory. In Romania, the results of this way of understanding multiculturalism are yet to be seen.

The fact is that sport has the capacity to integrate different individuals, to bring them to the forefront of sports performance in equal light.

Children from different cultures, different religions, and different races meet to display their motor skills, to collaborate and undertake similar tasks, to promote the concept of compact groups. Their attention is focused on the goal, not on the differences that divide them, which creates a state of psychological and emotional comfort and well-being, thus leading to a harmonious physical development.

Gender and Equality

Gender equality is a subject that brings solutions towards the integration of women in the administrative structures of sport federations, the sport structures in general at national and international level, to improve their activity and the decision-making process for all social needs.

Both in performance sports and in leisure sports, the activities destined to diminishing teenagers’ vulnerability grew, proving that gender and gender equality can be advocated through sports.

In Romania, a special law – Law no. 202 of 2002 regarding equal opportunities and treatment of men and women – regulates the issue of equal opportunities. Besides the general provisions, the law outlines the fields where measures for the promotion of equal opportunities and treatment of men and women and for eliminating all forms of discrimination based on the gender criterion apply. These fields are labour, education, health, culture and information, politics, participation in decision, provision of and access to goods and services and other fields regulated by special laws.

Social Inequalities and Social Exclusion

Social stratification leads to social inequality. Social inequalities are a universal phenomenon which causes discrepancies in the individuals’ access to resources, positions and social influences. Sport balances these differences, because different results, winning and losing belong to everyone, regardless of their social class.
Aggression and Violence in Sport

Catharsis appears as a solution to human aggression, creating the possibility for individuals to unload accumulated hatred and frustrations by substitute actions, to reduce emotional tension. Lorenz said that "the primary function of sport is that of unloading aggressive impulses", but more recent research focused on demonstrating the cathartic effect of violent images on the individual (Baron, Byrne, 2000 apud P. Iluț, 2004: 128), concluded that its role is to decrease the intensity of the instinctual impulse, to briefly redirect destructive energy, but that the tendency towards violence will inevitably occur, nonetheless. Practicing sports can present itself as an integration solution for violent individuals to a group, helping them in defining their personality and in understanding moral values. Through their scope, sport and physical activity provide to various social actors the opportunity to take on different roles, to acquire new social skills (tolerance, respect for others), to adapt to the team’s goal (through cooperation, cohesion) and to become active through the others’ performance.

Sport also represents a well-defined social field, it is governed by relatively strict rules, since there are existing norms sanctioning those who do not obey them and punishing deviant behaviour. In this space, "people learn to take responsibility, to respect the laws, to accept one another, to seek consensus, to voluntarily participate to solving tasks" (D. Tarschys – European Council). The concept of fair play is crucial in this context: there can be no education and socialization without promoting moral traits, since specific learning approaches can have positive effects on understanding fair-play and promoting prosocial behaviour. A richer society, equity between social groups, reduced access to biological, chemical, and nuclear weapons, directing accumulated tensions towards organized nonviolent actions will all cause the mitigation of violent phenomena.

In Romania, Law 4/2008 punished violence in stadiums and in 2011, it has been improved by increasing the penalties hooligans articles: "penetration or attempted penetration without right, by any means, the playing area is a crime punishable with imprisonment from 6 months to one year and the extent of denying access to sporting competitions for a period of one year to two years. If entering the playing area is accompanied or followed by acts of aggression or physical violence, the punishment is imprisonment from one year to two years and the extent of denying access to sporting competitions for a period of 2 years to 4 years."

Acceptance of Ethical, Social and Sporting Rules

Ancient Greeks gathered every four years to celebrate and to assist to the races in Olympia. The pomp and importance given to these games was closely linked to the worship of a god or of a hero; thus, Olympia became the symbol of a moral and physical culture, a symbiosis between spirit and body. Greeks gave to competing a modelling role, since the games were examples of aesthetic and moral standing, where perfect beauty was emphasized by the athletes’ nudity and their penchant for
excellence. Thus, the ancient Games were to nominate the best of competitors and the energy consumed with organizing such events gave rise to important rules in Greece: the contest was announced one year ahead, and during its development all wars had to stop. The event took place under the influence of order, under strict laws and rules. The winner had the aura of a god, was named hero of the event - olympionikon, was crowned with olive wreaths, and was celebrated with sumptuous banquets; his statue was built, too, and he was considered the most important man of his town.

Sporting events could be those ritual forms used for unloading all forms of aggression and violence, strengthening the collective identity through repetitive forms (Chiara Piazzesi, 2006: 115). Personal affirmation and the self-improvement function are linked through a multifaceted process where the agonistic function (or the fighting function) is essential. Within all combative activities, such as sports, the action of affirmation, self-improvement always means battling the others in order to measure oneself against them, but also to recognize and accept them. Sport can be a system for promoting one’s ego, by using the characteristic gestural techniques characteristic that allow the structuring of one’s personality, the building of the self, the realization and expression of feelings and intentions, the recognition of the self through the other, the affirmation of the prestige and domination over obstacles, and ultimately over the entire world.

Emergence of Entertainment, Fun and Joy through the Game

The experience of practicing sports, of looking to overcome one’s own possibilities, of confronting obstacles, of entering competitions, all interact with the competitive, relational, playful, educational, aesthetic, and political functions, conjugating into a complex system where activity and individual behave like a unit, where relationships also last in time, exerting a unifying influence upon the human personality. In what concerns the sports phenomenon, we cannot dissociate culture from society, since they live in a perfect symbiosis, they complement each other and together influence the individual. The social players adapt to the society and culture they live in. Every society and culture have a social model that somehow unifies the behaviour of the individuals composing it. Within each social field, we can identify influences that change the social actor depending on the environment, and actions that alter the environment in accordance with idiosyncratic characteristics of the individual. Sport can be viewed as an activity involving the social behaviour, because it is governed by strict rules, it has norms sanctioning non-compliance to them, punishing deviant behaviour.

As a form of mass communication, sport and the show it projects stand behind the participation to competitions held on stadiums, sports arenas, and create a favourable climate to spectators exchanging moral values, facilitating integration. The fun and the joy induced by practicing sports or viewing sports events, together with the freedom from anxiety or negative feelings depend on the level of hope for
success and the type of emotional and motivational climate. A great part of the population attends sporting events, discusses the events surrounding sports arenas, gets emotionally involved with the life of the community team, and this demonstrates the interest in physical activity. Sport shows can be considered a decisive factor for group psychology, marking the collective mood, stimulating the imitation of positive models. The educational function of sports is obvious only during large scale events, followed by many individuals and having a high aesthetic and educational value, organized in an exemplary way, with the participation of popular valuable sportsmen, where spectators have a certain culture and information about what they see (N.I. Ponomariov: 1977: 216).

Everything that happens in sports arenas must exert cultural influence, both on the crowd and on the players. The structure of the stadium, its size, its symbols, the combination of static and dynamic elements in the field be considered models, they must be recognized, reflected in viewers' behaviour.

Sport shows have polyvalent influences on the public: social, psychological, aesthetic, biological, while the activities presented are good models to follow, since they motivate sports performance, victory, self-improvement, and tolerance. Sometimes sport causes mimetic excitation and the feeling of victory, others it begets passions.

Coexistence of Ecological Conscience and Exercise

Sport shows are means of spending leisure time, spreading among the population, turning into collective carnivals and parties. Carnivals are planned celebrations, a change in the daily activity of the various social roles, in the rules, the hierarchies (Listiak 1976: 400-433, Manning, 1983: 400-433). They have the quality of meeting the need to interpret various roles, essential to achieving wellbeing for both spectators or participants; among them, the one we identify in the selfless interaction between people belonging to different races or social classes that support the same team. Currently there is no other cultural or leisure time activity to create such a strong atmosphere or emotional identification with the protagonists (players, team). Sporting competitions, through their playfulness, encourage expressive behaviour and active participation; moreover, they can be viewed as examples of good practice, determining the spectator to start practicing a sport, or to enrol into a motor education program that will equip him/her with the fundamental sport values.

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
5.3. BULGARIA

The dynamic development of social processes and changing market mechanisms imposed its high standards in the field of sport. Today the sport and its various forms (elite, children and youth, sports for all, sports for people with disabilities, etc.) have an increasing social importance.

Competition, scientific and technical achievements and innovations in the field of high technologies besides its positive have negative aspects too, namely: increased stress, damage to a number of psychomotor indicators of population and its health status. Sport is a powerful tool with the help of which can be avoided similar negative trends characterizing the development of modern society.

Sports contest activity requires a systematic, multi-methodological and appropriate training in dealing with both novice and elite athletes. Similar work could be carried out only by persons with a wide range of knowledge and skills not only in the philosophical, medical-biological, social and psychological aspects of development of the human person, but also specialized knowledge in this sport.

Elite sport from the field peak expression of human capabilities gradually became a huge transnational social phenomenon that has its political, economic, media and other aspects, in many cases, became a symbol of national dignity and pride.

The practice is increasingly confirming the fact that the child and adolescent lay the foundations of elite sport and for the excellence play an important role first steps towards big sport. Not only the elite, but junior sport needs a trained sports professionals to "trace" the path of novice athletes with minimal risks in the extreme conditions of the multiannual sports training one day to conquer his "Everest".

Studies of the European observatory of Sport Occupations (EOSO) tend to have more and more need for manpower that can participate competently and professionally in the organization and conduction of sports contest activity. In the European Classification of Occupations under number № 3475 enshrined sport-related professions and in the European educational space there is a growing interest in the implementation of educational programs in the area (81 Personal services - sports and leisure).

Long-time advice to the European Commission with international sports organizations and structures on the needs and problems of sport in Europe contributed in 2007 to prepare a strategic document of political orientation – the White Book on Sport. The main objective of the White Book is to help sport by including it among the other EU policies and to ensure its good governance in Europe by applying EU rules. On the one hand, the White Book strengthens attention to sport in EU policy, on the other hand, helps better understanding of the specifics of the sports sector and its needs.

In the attached to the White Book Action Plan "Pierre de Coubertin" one of the highlights for the promotion of education through sport programs for lifelong
The implementation of the plan allows for getting more knowledge and increase personal and professional competence of the coaches.

The need of highly qualified sports professionals have in Bulgarian National Classification of Occupations to create new occupational categories - head coach and assistant coach code № 3485 and coach (Chief, Sr., and personal assistant) code № 3422.

By Decree № 2 of MPES of November 22, 2011 regulates the state requirements for professional competency and qualification of sports teaching staff carrying out educational training and sports contest and delivering sports services in the system of physical education and sport in Bulgaria.

Alignment of state standards on the knowledge, personal and professional competences of the different coaching categories have not only the need, but also the higher demands on the education provided to students specialists in the NSA "Vasil Levski", the professional field "Sport" degree "Bachelor" professional qualification "Coach."

**Sports ethics**

The mission of Olympic Spirit is “to build a peaceful and better world in the Olympic Spirit which requires mutual understanding with a spirit of friendship, solidarity and fair play - Olympic Spirit strives to inspire and motivate the youth of the world to be the best they can be through educational and entertaining interactive challenges. Olympic Spirit seeks to instil and develop the values and ideals of Olympism in those who visit and to promote tolerance and understanding in these increasingly troubled times in which we live, to make our world a more peaceful place.”

As part of the Olympic spirit are considered sportsmanship; sacrifice and support to rivals and assistance to be able to finish the race with dignity; completing the race despite injuries and severe pain; record achievement despite poverty, discrimination, health and personal problems; participation nevertheless; respect for debutants and inexperienced riders.

**Cooperation with teachers of other subjects** aiming at promotion of morality and ethical code of conduct highlights the role that sport ethics should play in our society. It also introduces the concept of sport values and help students and teachers acquire knowledge of these sport principles within the context of sport and physical activity. In addition, it makes connections between sport values and other aspects of our lives. This step also presents several codes of behavior for teachers. As professionals, teachers are to constantly engage with the principles outlined in a critical manner, taking into account the educational value of the particular relationships with persons within particular teaching and learning situations and processes. This step provides teachers with online material on several codes, which are intended to encourage teachers to adopt an informed approach to their teaching and contexts and to reflect on the good and correct practices as professional
A teacher shall endeavor to be a role model and shall act within the community in a manner which enhances the prestige of the profession.

**Learning objective:** The objectives of this step are to raise teachers’ awareness about the role and meaning of ethics in sport and to review several codes of behavior promoting standards in teachers’ conduct.

Communication with parents Children’s participation in sports activities can be influenced by numerous factors but parents seem to be the most important of them. The establishment of close contacts with parents would be of great importance to PE teachers.

This step supports the idea that sports play a significant role in numerous children’s lives. For many children, sports participation is a positive and enjoyable experience, whereas for others, sports can become a negative and stressful experience. Children’s sports participation may be influenced by numerous factors but parents seem to be the most important. Parents play a significant role in supporting their children’s health and learning, guiding their children successfully through school processes, and advocating for their children and for the effectiveness of schools.

Parent engagement in schools is defined as parents and school staff working together to support and improve the learning, development, and health of children and adolescents. Children and adolescents are establishing patterns of behavior that affect both their current and future health. At this age, young people are vulnerable, at risk for engaging in tobacco, alcohol, or other drug use etc. However, enhancing the role played by protective factors in their lives can help them avoid such risks. Engaging parents in their children’s and adolescents’ school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as tobacco, alcohol, and other drug use. This step defines parent engagement in schools, identifies specific strategies and actions that schools can take to increase parent engagement, common ethical issues school and parents have to deal with, ways school staff can connect with parents, solutions for six common challenges to sustaining parent engagement and communication with them on ethical issues.

**Learning Objective:** The objective of this step is to provide a range of ways that parents and teachers can communicate with each other in order to educate students in the spirit of ethical values.

**Ethical approaches in inclusive sport** allows teachers to explore in depth the issues of ethical approach to sport, with a focus on the field of inclusive education.

The reflection on ethics in PE and sport concerning all actors from the sports scene such as athletes, educators, coaches, parents and spectators refers particularly to inclusive sports. The idea to consider physical education and sport from the inclusive point of view contributes to the promotion of ethical values, since the concept of fairness and inclusion involves treating everyone equally and impartially. Inclusive
education opens opportunities for authentic social relationships based upon mutual respect and ability to feel and show empathy to “disadvantaged” athletes. Sport can either serve as a positive facilitator for inclusion or reflect prejudice that affects the fundamental integrity of sport. PE teachers need to create pedagogical spaces for discussions on various types of attitudes to dignity-related affairs and ethical professional practice in inclusive sport contexts. Ethical dilemmas may arise when a PE teacher has to choose between truth and loyalty, individuals and community, short and long-term outcomes or between justice and mercy. The Online Resources will help users to get an overview of the topic, explore the issue in depth deriving benefits from researches, experiences and reflections of people involved in inclusive education.

**Learning Objective:** This topic aims at providing reflection on ethical values in sport in relation to inclusive education and at inspiring PE teachers to think ethically in their professional practice.

**Ethics in coaching** underlines the significant role of PE teachers and coaches as role models for young people and provides educators ideas on how to build positive relationships with other groups involved in sporting activities.

Coaching is more than just sport. Coaches, like all teachers, are a part of the educational process and they serve as influential role models for their students. It may be a huge challenge to be a good, positive role model, since participants need a coach they can respect. When we think about the qualities of a good coach, several issues come to mind, such as teaching positive sports-related values, ethical decision-making, good communication skills and effective cooperation with parents as well as producing a positive personal image of a competent, reliable and friendly person of high moral standards. If a coach possesses physical attributes considered as attractive because of a fit and healthy lifestyle, it may be an additional motivating factor for students. A positive coach, following a well-defined coaching philosophy, may be a key ingredient in the success of his or her athletes. A coaching code of ethics also involves dealings with other coaches, athletes’ families, local communities and the news media which extends beyond gyms and sports fields. Useful information for PE teachers and coaches is available in the Online Resources. It provides interesting tools, analyses and reflections on the topic as well as strategies concerning effective cooperation with parents. The materials may serve as a source of inspiration and encouragement for upgrading PE teachers’ coaching skills.

**Learning Objective:** This step aims at raising awareness of a role of a sports coaches in young people’s lives, their huge responsibility in promoting ethical conduct in both fields: a sports career and everyday behavior.
5.4. LATVIA

The Ministry of Education and Science’s informative report “Issues to be addressed within the areas of responsibility of Education and Science Ministries at the European Union’s Education, Youth, Culture and Sports Ministers Council, held on 25th November 2014 in Brussels, Belgium” explains the Latvian Ministry of Education and Science’s policy debates about sport and physical activities on Latvia’s position concerning issues about school-aged children’s involvement in sports and physical activities.

Latvia supports the position that physical activities at school or outside the school programme improve the concentration capacity of students and facilitate more success in other subjects, develop skills, and such principles and concepts as fair play, teamwork, discipline and patience.

At the same time, Latvia emphasizes that the number of compulsory physical activities must be increased in pre-schools and primary schools, and at high schools, bearing in mind the physiological development of children and young people, the teaching of methodologically correct movement skills at an early age, as well as the consolidation of the habits of a physically active lifestyle for all ages.

Issues for discussion - 1) What are the reasons for the decrease in the indicators of involvement in sporting activities and in physical activities among school aged children?

Latvia considers it important to distinguish compulsory physical activities (the school “Sports” subject) at educational institutions and physical activities outside of educational institutions. An increase in the number of existing school “Sports” subject lessons (activities) per week or the number of activities per week is a prerequisite for increased involvement indicators in sports activities and physical activities.

Latvia emphasizes that the weak stage is the involvement of school-aged-children in physical activities outside of school. The most important reasons are the division of interests in spending their free time, the low involvement of parents (families) in sporting activities, the existence and accessibility of sports infrastructure, as well as motivation.

(2) Bearing in mind the current restrictions on public spending, what can governmental and state institutions do to change the current tendency and to promote sporting activities and physical activities in the relevant age group?

Latvia considers that the promotion of physical activity has to be implemented with cooperation across sectors, bearing in mind that physically active and healthy children and young people are a future resource for other sectors as well (for example, defence and internal affairs).

Latvia also considers that educational institutions have to implement closer cooperation with sports federations and sporting organizations, bearing in mind the
twofold positive effect: sporting organizations and sports federations have an opportunity to popularize the sporting movement, while children and young people have an opportunity to get involved in these organizations’ events.

Participation in sport and sporting activities is already important, starting from pre-school age. Family sport in pre-school education is the active everyday interaction between the body of physical activity and/or participation in organized sports events – with parents engaging and encouraging children to engage, improving the mutual relationships between parents and children, encouraging the harmonious development of personality and healthy lifestyle habits within the family in the long-term.

In 2011, the National Centre for Education of the Republic of Latvia undertook a survey "Pilot Project on the Measurement of Children’s Physical Development and Posture in Involved Educational Institutions". The research revealed that on commencing school life, children perform only 50% of the range of movement corresponding to their age. Even though the provision of sporting activities in an educational institution is compulsory, in the research, 2/3 of children’s parents pointed out the inadequacy of children’s physical activity.

In 2013, in the “SURVEY ON YOUNG PEOPLE’S OPPORTUNITIES, ATTITUDES AND VALUES”, undertaken by the R of L Ministry of Education and Science, 74% of the 1,063 young people surveyed admitted that they have many, or every, opportunity to engage in the kinds of sports which appeal to them.

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Figure 8. Young people’s opportunities and interest in various sporting activities in Latvia (2012)

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46 IZMzino_201114_EYCS; Informatīvais ziņojums “Par 2014.gada 25.novembrī Briselē, Belģijā, Eiropas Savienības Izglītības, jaunatnes, kultūras un sporta ministru padomē izskatāmajiem Izglītības un zinātnes ministrēs kompetencē esošajiem jautājumiem”

47 BULA-BITENIECE I. Holistiskā pieeja ģimenes sportā pirmsskolās izglītībā. Promocijas darba kopsavilkums sporta zinātnes nozarē. Rīga 2011 69 lpp. 7-8 lpp
Even though the absolute majority of young people in Latvia consider that their level of health is good, about half of the young people can be considered to be fairly immobile or insufficiently physically active persons, who get involved in physical or sporting activities no more than 2.5 hours per week. At the same time, the majority of young people have diverse opportunities available to get involved in sport: to run, use a sports gym and to play in team sports games. Only young people’s opportunities for involvement in swimming are restricted, even though such opportunities are available to about 50% of young people. However, despite the availability of opportunities, only a small proportion of young people in Latvia are active in sport or undertake physical activity\(^48\).

In accordance with the Education Law, each local council is obliged to provide children, whose place of residence is declared in the local council’s administrative territory with an opportunity to implement educational interests and to support out of school hour events.

Sport is also an opportunity for young people to develop positive mutual relationships which are very important in the age of adolescence, as friendship has an important role in the development of identity, creating a feeling of belonging and influencing their self-image\(^49\).

Through being involved with team sport, adolescents can train their bodies and at the same time gain valuable lessons about working in a team, and trust\(^50\).

Bearing in mind that cognitive and social skills are completely developed by about the age of 12 years, up until that time, teachers and sports instructors should try to encourage and praise, not promote competition and victory. Sporting activities should develop adolescents’ basic skills, for example, running, jumping, kicking and throwing. Special attention should be focused on the child’s ability to see things from a different viewpoint, developing their ability to cooperate and to encourage a feeling of achievement\(^51\).

Data provided by the Latvian Public Health Agency states that in Latvia students of adolescent age, who should be adequately physically active comprise less than half (46.3%) of all students. In addition, physical activity significantly decreases in line


with an increase in the age of respondents. The survey shows that a large proportion of students spend their free time watching TV or sitting by the computer in place of physical activities. The average number of hours spent watching television on weekdays is 4.78 hours, and 5.48 hours on weekends. Students spend an average of 3.25 hours on weekdays at the computer and 3.51 hours on weekends, playing computer games, contacting their friends on social networks or doing their homework (Public Health Agency, 2006).

Students’ emotions in carrying out physical activities and interest in physical activities in the context of physical activity habits are important elements in the development of habits. From the position of the sports teacher, both emotions and interests can be encouraged, with the emphasis in teachers’ activities on creating a positive micro-climate (in class), the development of constructive mutual relationships and the expression of praise to students. Taking the previously mentioned into account, the criteria for student habits concerning physical activities can be defined: students’ regular (at least 2-3 times per week) involvement in physical activities, positive emotions (joy and good emotional feelings) from undertaking physical activities and afterwards, as well as an interest in ways of expression through physical activities, which can find expression in searching for information on the internet and other mass communication means, attending sporting events and the desire to learn new ways of expressing physical activity.\textsuperscript{52}

The survey which was undertaken as part of the Society Integration Foundation’s “Portrait of Third Country Nationals in Latvia” Project, established that in the period from 2009 to 2015, the total number of foreigners in Latvia increased from 49,871 persons in 2009, to 84,037 persons in 2015. In the context of the target group for the survey, it should be emphasized that in early 2015, 51,029 persons with permanent residency permits were living in Latvia and 33,244 – with temporary residency permits, of which 23,671 were third country nationals.\textsuperscript{53}

The above table shows the Office of Citizenship and Migration Affairs’ data about the distribution of Latvia’s residents according to national identity. Data comparison: 1.7.2009 and 1.1.2015.

\textsuperscript{52} Smukā I. Pedagoģiskā mijiedarbības un skolēnu fiziskā aktivitāte. Promocijas darbs Sporta zinātnē. Rīga, 2011. 20 lpp. no 143 lpp

Table 31. Citizenship numbers in Latvia, 2009 and 2015

<table>
<thead>
<tr>
<th>National status</th>
<th>1.7.2009</th>
<th>1.1.2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>Latvian citizen</td>
<td>1,860,297</td>
<td>82.26</td>
</tr>
<tr>
<td>Latvian non-citizen</td>
<td>351,435</td>
<td>15.54</td>
</tr>
<tr>
<td>Russian citizen</td>
<td>30,718</td>
<td>1.36</td>
</tr>
<tr>
<td>Lithuanian citizen</td>
<td>3,742</td>
<td>0.17</td>
</tr>
<tr>
<td>Ukrainian citizen</td>
<td>3,403</td>
<td>0.5</td>
</tr>
<tr>
<td>Belarus citizen</td>
<td>2,053</td>
<td>0.09</td>
</tr>
<tr>
<td>German citizen</td>
<td>1,054</td>
<td>0.05</td>
</tr>
<tr>
<td>Others</td>
<td>8,901</td>
<td>0.39</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>2,261,603</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

During the period of Latvia’s occupation, a large community of settlers who were Russian-speakers developed and signs of a dual-community society can be observed: discrete information spaces, signs of division according to national characteristics can be observed in the political environment, differing social memory, linguistic division in workplaces, schools and kindergartens.

In the question about experiences of discrimination in Latvia, more than half of those surveyed (56.9%) pointed out that they have not encountered an unjust or offensive attitude, or felt discrimination.

The experience of discrimination by third country nationals in this survey was also analysed, asking whether the respondents, have encountered an unjust or offensive attitude due to their national status (third country national with a residence permit) or due to their ethnic or religious belonging, during their stay in Latvia.

Approximately one quarter of all survey respondents have encountered such an attitude due to their national status (25.9%). 17.3% of respondents had experienced an unjust or offensive attitude due to their ethnic or religious belonging. Visually different third country nationals have come to experience discriminatory situations more frequently. In essence, this provides evidence of expressions of racial discrimination in Latvia.

In the Society Integration Foundation’s survey of Latvia’s inhabitants, commissioned by them in September 2014, and called “Attitudes Towards Gender Equality Issues in Society”, in an evaluation of the rights of both genders in Latvia, the response “no difference” dominated in the views of survey participants and was selected by 65.1% of respondents. In comparing the results of surveys undertaken in 2001 and 2014, it was revealed that the number of respondents who consider that males encounter...
more restrictions on their rights has almost doubled – from 3.6% in 2001 to 6.5% in 2014. Both the males and females surveyed held this view. However, the most significant restrictions on rights still continue to affect females and 25.4% of females and 15.0% of the males surveyed held this view. Looking at the contrast in rights – gender opportunities in today’s Latvia – it is worth noting the fact that almost half or 47.3% of females surveyed were convinced that their opportunities for self-realization encountered various restrictions. The number for the males surveyed was significantly smaller – 26.8%.

However, a positive fact which should be mentioned is that compared to the situation in 2001, the number of respondents in the more recent survey who believe that women’s opportunities for self-realization were smaller than for men has decreased in both gender audiences, but the numbers which signal restrictions in women’s rights continued to be large\textsuperscript{54}.

Violence in schools is becoming a big problem, and a solution for this must be found as soon as possible. As shown by data from the State Police, in the first three months of 2015, 97 incidents of physical violence were registered in schools – 10 more than in the same period in 2014, and this is a very unwelcome and dangerous trend. The number of incidents of emotional violence has also grown a little.

This problem isn’t a new one. A number of years ago, the Ombudsman’s Office’s Children’s Rights Division’s Senior Lawyer, Zanda Rūsiņa, undertook a small survey called "Violence or Mobbing in Latvia’s Schools", and already in 2008, 68% of the more than fifty educational institutions surveyed, admitted that violence was observed comparatively frequently\textsuperscript{55}.

There is no special law currently in Latvia to prevent mobbing. Applying laws about civil rights, administrative rights and criminal rights is possible for protecting the rights of children in cases of physical or psychological violence focused against them.

Why do children become violent? Parents usually find it hard to accept that their son or daughter who is obedient at home engages in physical or psychological violence against other children at school. According to observations by psychologist Andra Veselovska, a child becomes violent if they are hit or belittled at home.

The child feels bad and he/she hits or belittles those that are weaker to feel better themselves, and through this they become powerful and influential. Reprimands

don’t help, as these aren’t logical – how can it be that hitting is bad, if the parents hit, spank or slap them at home? The second option is when strong boundaries are not drawn for the child, and they don’t understand that aggression must be controlled. At a moment of stress, the child unloads their aggression on others. In such a case, the child must have normal, sensible restrictions and discipline imposed. Another option is the copying of an aggressive behavioural model from the family or from others, including from films, computer games and even cartoon characters. In this case, the solution is the distraction of the child through other activities – sports, dance, music and similar.\(^5\)
5.5. ITALY

The analysis carried on so far in this paper has revealed that sports practice has significant impacts on young people personal and social development. So, starting from this assumption, it is now important to focus on how to develop teaching modules for PE teachers to transfer this concept to young people and how to make them understand the importance of this assumption.

At Italian level, the strong correlation between sport and education in terms of educational tools is well established by legal instruments as the various memoranda of understanding signed by the MIUR and CONI, among which:

- The Agreement Protocol of 5 June 2002, renewed on 25 May 2005 that has set a new comprehensive framework for the development of common initiatives;
- The Memorandum of Understanding of 2007, in which great importance is given to the Giochi della Gioventù/Youth Games, and in particular their rules and ways of financing from the Ministry and CONI;
- The Memorandum of Understanding of 11 November 2010 for the relaunch of physical activity and sports in schools of all levels through the continuation of the project “Alfabetizzazione Motoria” in primary school started in 2009 as a project pilot.

The growing attention paid to physical education in schools as a tool for personal development of each student and the kick off of a growth process bringing together the positive values of sport and a way of healthy living has also been highlighted and confirmed by the “Guidelines for the activities of physical education, motor and sports in primary and secondary schools” of the Ministry of Education, University and Research of 2009\(^\text{57}\).

Considering the European and Italian framework above described, there thus is a need to develop effective policies and implementation tools for sports, in order to create good practices in sport activity, taking into account its strong social element. This programmatic policy has to begin with the promotion of physical and sports activity at an early age, through the development of a solid multi-dimensional educational program of sport at school.

However, as already noticed, in Italy, there are no legal provisions that indicate to include the sport ethics in PE teaching. This, therefore, has contributed to the

\(^{57}\) Ministero dell’Istruzione, dell’Università e della Ricerca - Direzione Generale per lo studente, l’integrazione, la partecipazione e la comunicazione - Linee guida sulla riorganizzazione delle attività di educazione fisica e sportiva nelle scuole secondarie di I e II grado (2009). http://hubmiur.pubblica.istruzione.it/web/istruzione/prot4273_09
provision of University courses or seminars on the theme which are not compulsory for PE teachers, thus, causing a consequent educational gap for PE teachers.

So, if, as we have seen, in Italy there are good practices in terms of promotion of a multidimensional approach to sport practice for PE teachers and coaches, however, still there is not a comprehensive structural strategy about approach. There is a lack of an efficient academic teaching programme on the multidimensional and social aspects of sport for future PE teachers/coaches.

In Italy, there is a very clear political awareness in terms of social and academic potential of sport, but the system still lacks an effective strategy of development of these practices in schools and education.

Considering this framework, and after having analysed Italian and European documents on the theme, we think that for the development of appropriate educational material for sport teachers and coaches the following themes/aspects have to be considered.

**Human rights / Gender and Equality**

Material has to focus on the importance of the relationship between human rights and sport in our modern world. Sport itself, both international and national, can play an extraordinarily significant role in advancing human rights, particularly among some of the world’s most disadvantaged and vulnerable people. Sport and major sporting events can be used to promote awareness, understanding and the application of the Universal Declaration of Human Rights. Sport can be considered as a universal language that contributes to educating people on the values of respect, diversity, tolerance and fairness and as a means to combat all forms of discrimination and promote an inclusive society.

Resources to be considered:

- Human Rights Council Resolution 2011 – “Promoting awareness, understanding and the application of the Universal Declaration of Human Rights through sport and the Olympic ideal”.
- Clotilde Talleu – „Access for Girls and Women to Sport Practices“. This is a study on the participation of girls and women in Europe’s various sporting environments, focusing on access, obstacles and the activities involved (www.coe.int/t/DG4/EPAS/Publications/Handbook_2%20_Gender_equa

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58 In this chapter we have indicated only resources available in English. Naturally, Italian materials are available and at disposal.
Acceptance of ethical, social and sporting rules

Unfairness in sport is a serious and difficult issue that opposes the idea of the Olympic values and threatens the reputation of sport. Any form of cheating is fundamentally contrary to the spirit of honorable competition, breaks the implicit social contract athletes agree to obey: We are going to play by the rules, competition is going to be clean. Educators’ role is to teach young people that it is possible to become successful acting in compliance with the concept of fair play and principles of sports ethics. The attitude “winning is everything” leads to unethical behaviours in sport e.g. cheating, intentionally distracting opponents, aggression, violence, using doping or even genetic enhancement. Young athletes should be encouraged by PE teachers to focus on skills, challenge and the joy of striving for excellence, rather than merely winning.

Resources to be considered:


Social Inequalities and Social Exclusion

The reflection on ethics in PE and sport concerning all actors from the sports scene such as athletes, educators, coaches, parents and spectators refers particularly to inclusive sports. The idea to consider physical education and sport from the inclusive point of view contributes to the promotion of ethical values, since the concept of fairness and inclusion involves treating everyone equally and impartially. Inclusive education opens opportunities for authentic social relationships based upon mutual respect and ability to feel and show empathy to “disadvantaged” athletes. Sport can either serve as a positive facilitator for inclusion or reflect prejudice that affects the fundamental integrity of sport. PE teachers need to create pedagogical spaces for discussions on various types of attitudes to dignity-related affairs and ethical professional practice in inclusive sport contexts. Ethical dilemmas may arise when a PE teacher has to choose between truth and loyalty, individuals and community, short and long-term outcomes or between justice and mercy.

Resources to be considered:

Racism, xenophobia & Multi Culturalism

Migration appears as one of the biggest challenges for the European societies and political systems. A common growth and wealth with social integration is only possible if it could be achieved to use the potentials of migrations and approach the challenges attached to it. Besides it’s positive function for personal health and fitness as well as it’s economic power, sports could have a core role of support of these integration processes of migrants in the European countries. At the same time this new role creates new challenges for trainers, responsible persons in sport associations especially on the level of amateur sports which they are only able to approach with limited resources. Integration of migrants on the level of sport associations, teams and social events, during victory and loss as well as planning of common activities is very often not only a language but also an intercultural challenge which could be mastered in a much better way, if responsible persons would have more experiences, knowledge and competencies about intercultural issues.

Resources to be considered:

- Grundtvig project – “MATCH MigrAtion and SporTs - a CHallenge for Sports Associations and Trainers” (https://ec.europa.eu/epale/it/node/20102).

Aggression and violence in sport

Sport rage can come in many forms – an unruly parent abusing a referee, a player punching another player, or a spectator shouting racial taunts. These moments of madness can result in serious injuries, disciplinary action and even lifetime bans. Dealing with sport rage is now a major challenge for clubs. Not only does sport rage reflect badly on the clubs involved, it can deter participation at all levels. It is important that everyone involved in sport unites to combat sport rage.

While sport rage is often the result of many factors, coaches can help reduce incidents by being good role models and creating positive sporting environments.

Resources to be considered:

Ethics in coaching

Coaching is more than just sport. Coaches, like all teachers, are a part of the educational process and they serve as influential role models for their students. It may be a huge challenge to be a good, positive role model, since participants need a coach they can respect. When we think about the qualities of a good coach, several issues come to mind, such as teaching positive sports-related values, ethical decision-making, good communication skills and effective cooperation with parents as well as producing a positive personal image of a competent, reliable and friendly person of high moral standards. If a coach possesses physical attributes considered as attractive as a result of a fit and healthy lifestyle, it may be an additional motivating factor for students. A positive coach, following a well-defined coaching philosophy, may be a key ingredient in the success of his or her athletes. A coaching code of ethics also involves dealings with other coaches, athletes’ families, local communities and the news media which extends beyond gyms and sports fields.

Resources to be considered:

PE teachers’ professional development in terms of ethical competence

It’s important to educators to keep up to date with the latest and best professional trends, approaches and teaching styles, thus teachers and coaches should regularly seek ways of increasing their personal and professional development. The Key Competences for Lifelong Learning recommended by the European Commission are a combination of different phenomena, including cognitive dimensions (knowledge and skills) and affective dimensions (attitudes and values). Social and civic competences are based on democracy, social justice and equality, active citizenship, civil rights and ethical values. Ethical competence involves the possession of certain personal and professional values which are difficult to measure but they are readily observable in everyday situations at schools, where PE teachers may face complex, ethically ambiguous situations. This step of the toolkit highlights the importance of rising their ethical competence and engaging both teachers and students in discussions about ethical behaviour. The ethical aspect of social integration has become essential in a context of a high net migration rate and an increased number of refugees which has affected the sociocultural diversity across Europe. PE teachers should be aware of ethical challenges facing present and future education. Teachers’ role is not only to develop students’ specific athletic skills but also their ability to reflect critically on sports performance in an ethical dimension.
6. GOOD PRACTICES IDENTIFICATION

Sport can have an enormous positive effect on people, particularly children. Not only can regular activity maintain our health and well being, it can increase confidence, self-esteem, and develop us, mentally, physically and emotionally.

On this task the project seeks to identify these good practices and innovative approaches applied or tested worldwide that will assist PE teachers and coaches to instil and teach effectively all these universal human values of equality, humanism, fairness, solidarity, honesty, and all those values that are comprehensively concentrated in the set of Olympic ideals, to children.

Good practices were identified by online survey, interviews and meetings with experts or key stakeholders, reaching this way every possible source of information. The cases are policies, actions, initiatives, campaigns, products or anything that contributes or aims at fostering fair play and Olympic values in sports, improving the understanding and the importance of these human values and raising awareness in practical ways.

FAIRHAP partners undertook the task of identifying good practices in their countries and worldwide.

For the better presentation of these cases, a common layout was applied.

The identified good practices are categorized as follows:

- fair play
- Sports for all
- Education
- Integrating difference in schools/society
- Awareness events/campaign/initiatives
- Multimedia

The presentation below summarises the practices included in each category; in some case, one practice may match more than one category. Also, the distinctive colour per category helps the reader to go straight to the chapter that addresses the issue of interest.
<table>
<thead>
<tr>
<th>Category</th>
<th>Project/Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fair Play</strong></td>
<td>Programa Juego limpio, prácticalo (Practice Fairplay Program) [SPAIN]</td>
</tr>
<tr>
<td></td>
<td>NOT ONLY FAIR PLAY [ITALY]</td>
</tr>
<tr>
<td></td>
<td>Preventing sport rage: How to educate members [AUSTRALIA]</td>
</tr>
<tr>
<td></td>
<td>Mondiali Antirazzisti (Anti-Racists World Championship) [ITALY]</td>
</tr>
<tr>
<td></td>
<td>Fair play – School &amp; Sport [ITALY]</td>
</tr>
<tr>
<td></td>
<td>21st LATVIAN SCHOOL WINTER OLYMPIC FESTIVAL [LATVIA]</td>
</tr>
<tr>
<td></td>
<td>NATIONAL STRATEGY FOR SPORT [ROMANIA]</td>
</tr>
<tr>
<td><strong>Sports for All</strong></td>
<td>Oltalom Sport Association – Football3 [HUNGARY]</td>
</tr>
<tr>
<td></td>
<td>Mondiali Antirazzisti (Anti-Racists World Championship) [ITALY]</td>
</tr>
<tr>
<td></td>
<td>Terzo tempo, fair play (Third half, Fair play) [ITALY]</td>
</tr>
<tr>
<td></td>
<td>The whole class is involved in sport [LATVIA]</td>
</tr>
<tr>
<td></td>
<td>MOVING EUROPE-MOVING PEOPLE [ROMANIA]</td>
</tr>
<tr>
<td></td>
<td>World Challenge Day [BULGARIA]</td>
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<tr>
<td></td>
<td>Olympic Day [BULGARIA]</td>
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<tr>
<td><strong>Education</strong></td>
<td>Kallipateira Project [GREECE]</td>
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<tr>
<td></td>
<td>NOT ONLY FAIR PLAY [ITALY]</td>
</tr>
<tr>
<td></td>
<td>Preventing sport rage: How to educate members[AUSTRALIA]</td>
</tr>
<tr>
<td></td>
<td>COMENIUS REGIO 2013-2015 “4S-Say Short Simply Sport” [ROMANIA]</td>
</tr>
<tr>
<td><strong>Integrating difference</strong></td>
<td>NOT ONLY FAIR PLAY [ITALY]</td>
</tr>
<tr>
<td>in schools/society</td>
<td>Terzo tempo, fair play (Third half, Fair play) [ITALY]</td>
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</tr>
<tr>
<td></td>
<td>Fair play – School &amp; Sport [ITALY]</td>
</tr>
<tr>
<td></td>
<td>Come and Play Sport for Fun [LATVIA]</td>
</tr>
<tr>
<td></td>
<td>THE SPORT AND EUROPEAN VALUES [BELGIUM]</td>
</tr>
<tr>
<td></td>
<td>I am as good as all coevals of mine [BULGARIA]</td>
</tr>
</tbody>
</table>

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Awareness events/campaign/initiatives

“Eleven” campaign [Greece]
Mondiali Antirazzisti (Anti-Racists World Championship) [Italy]
Sport? Si grazie [Italy]
On the initiative of the European Commission – European Sports Week [Latvia]
Panhellenic School Sports Day [Greece]

Multimedia

https://www.youtube.com/watch?v=Wyf457XFrco&feature=youtu.be
[Greece]

https://www.youtube.com/watch?v=5tD4-JU Ud5l&feature=youtu.be
[Greece]

http://www.sportmoviestv.com/olympic-images-olympic-values/
[Italy, Spain, Iran, China, Czech Republic and Belgium]

“EXERCISE WITH ME”
https://www.youtube.com/watch?v=5x624BFVqoU
https://www.youtube.com/watch?v=IoIZsDc4Go
https://www.youtube.com/watch?v=YE8j9gMa7U
https://www.youtube.com/watch?v=QFBdAsHldHU
https://www.youtube.com/watch?v=NvSmCMcMcy-84
https://www.youtube.com/watch?v=L1jDQjxG8ck
https://www.youtube.com/watch?v=gAamt6ysZcU
[Latvia]

http://smart-ms.ro/ro/ses-url/
[Romania]
## CATEGORY – FAIR PLAY

<table>
<thead>
<tr>
<th>Name of good practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programa Juego limpio, prácticalo (Practice Fairplay Program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of the good practice (program, project, activity, forum, events, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and place (country, city/town) of the institution that implements the good practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consejería de Educación, Cultura y Deportes-Gobierno de Castilla La Mancha (SPAIN, Toledo).</td>
</tr>
<tr>
<td>(Education, Culture and Sports Department, Regional Government of Castilla-La Mancha (SPAIN, Toledo).</td>
</tr>
<tr>
<td>Partners:</td>
</tr>
<tr>
<td>- Castilla La Mancha Savings Bank, Social and Cultural Activities Department.</td>
</tr>
<tr>
<td>- Primary and Secondary Schools in the Autonomous Community of Castilla La Mancha.</td>
</tr>
</tbody>
</table>

### Background and objectives of the good practice, target groups

The program is designed for implementation in schools. It intends to be a didactic resource for teachers through P.E. contents to promote values such as respect, living together, teamwork, sportsmanship and personal achievement and transfer them to all aspects of life.

The program was developed in two phases:

- The first phase, focusing on the first cycle of Secondary Education, finished in the 2008-2009 school year, after visiting 90 schools in Castilla-La Mancha, with an overall participation of 48,000 students in the first and second year of Compulsory Secondary Education.

- In 2008-2009 school year, there was a new edition of the “Fair Play Campaign” program targeting Primary Education Students, with renewed objectives and contents adapted to the specific characteristics and interests of this education stage.

The objective fostered values such as companionship and teamwork among youth through sport.

#### Target groups

Primary and secondary school students participate, as do their teachers, who are provided the opportunity to teach new behaviour and to improve on existing ones through sports and physical activity.

### Main activities, results and gained experience

Among the activities that stand out are the so-called "Fair Play Meetings", where schoolchildren themselves are play all the roles involved in a sporting event in order to have experiences that help to understand real game situations, but always in a playful manner.

Thus, students play the roles of athletes, judges, coaches and spectators, giving them the
opportunity to empathize with all groups involved in a sporting activity and, ultimately, to apply values to their daily lives such as altruism, character and respect for the opponent. The presence of top-level athletes is also considered to promote the values of sportsmanship through their example and personal experiences.

“PRACTIVE FAIRPLAY PROGRAM” DECALOGUE

1.- Players are your peers and friends
2.- Praise others’ efforts and fair play
3.- Share your achievements with others
4.- Winning is important, but it’s more important to know how to lose
5.- Respect your rivals. Follow the rules of the game
6.- In sports as in life, you must respect others in order to be respected.
7.- Participate and play with youngsters from the five continents
8.- Compete without hurting others and help when someone is injured
9.- Your teacher and coach make decisions for everyone’s benefit.
10.- Only healthy and balanced diet increases your performance in sports

The “Fair Play” campaign has had an important international impact, as demonstrated by the cooperation agreement signed with UNICEF for its promotion in Latin American countries. It should be pointed out that the program received the National Sports Award “Infanta de España Doña Elena” in 2006.

Period of realization

2005-2011

Contact details (address, email, website)

(Tel: +34 925 286 651; +34 925 247 400 Website: www.juegolimpioclm.es, which is no longer available, but received over two million visits. A screen capture from 2010 can be seen at:


Address: Consejería de Educación, Cultura y Deportes
Bulevar Río Alberche, s/n. | 45071 Toledo (SPAIN) | E-mail: gabinete.edu@jccm.es

Photos

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
1. Los jugadores son tus compañeros y amigos.
2. Aplauda el buen juego y el esfuerzo.
3. Comparte el triunfo con los demás.
4. Es importante ganar, pero lo es más saber perder.
5. Respete a tus rivales. Cumple las reglas del juego.
6. En el deporte y en la vida respeta para ser respetado.
7. Participa y juega con jóvenes de los cinco continentes.
8. Compite sin provocar lesiones y ayuda cuando se produzcan.
9. Las decisiones de tu profesor o entrenador se toman en beneficio de todos.
10. Sólo una alimentación sana y equilibrada multiplica tu rendimiento deportivo.

Fuente: fundacionculturaydeporte.com

http://blogs.ua.es/educacionfisica
**Name of good practice (Categories: Fair play)**

**NOT ONLY FAIR PLAY**

**Type of the good practice (program, project, activity, forum, events, etc.)**

Project funded by ERASMUS+ SPORT programme in 2014

**Name and place (country, city/town) of the institution that implements the good practice.**

PROJECT SCIENTIFIC COORDINATOR: Istituto Professionale Francesco Datini (IT)

**Background and objectives of the good practice, target groups**

**Objectives of the project:**
- Awareness promotion of the importance of sport at school
- Enhancement of sport as a means to achieve social inclusion
- Promotion of an ethical approach to sport
- Promotion of a comprehensive overview of different sporting

**Target groups:**
- Teachers
- Students
- School Directors

**Main activities, results and gained experience**

**Main Activities:**
- Collection of best practice in the promotion of sport at school
- Collection of stories of students who successfully managed to balance their school career with their passion for sport
- Creation of guidelines for the promotion of sport at school as a means to achieve social inclusion and equal opportunities
- Organisation of sport events

**Results:**
- Transnational network of schools
- Database of students' success stories
- Database of best practice in the promotion of sport at school
- Collection of guidelines for the promotion of sport at school as a means to achieve social inclusion and equal opportunities
- Sport events
- Creation of a transnational network of schools

**Period of realization**

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Contact details (address, email, website)

http://notonlyfairplay.pixel-online.org/index.php

Responsible person

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Istituto Professionale “F. Datini”  
Via di Reggiana 26 - 59100 Prato (Italy)  
Tel: + 39 0574 630511  
Fax: + 39 0574 630511  
e-mail: direzione@datini.prato.it
Name of good practice
Preventing sport rage: How to educate members

Type of the good practice (program, project, activity, forum, events, etc.)
Educational programme

Name and place (country, city/town) of the institution that implements the good practice.
NSW Department of Tourism, Sport and Recreation
Sydney - Australia

Background and objectives of the good practice, target groups
To create a positive sporting environment and manage sport rage you will need to promote:
- Club policies and procedures
- Club processes for dealing with incidents
- Fair play and good sporting behaviour.

Main activities, results and gained experience
Creation of information brochures and kits: Distribution of sport rage education brochures and/or kits at registration or orientation day. They'll help people understand what sport rage is and how they play a part in preventing it. NSW Sport and Recreation has produced a range of brochures and kits for clubs to use.
- Tips for Parents
- Tips for Players
- Tips for Coaches
- Tips for Officials.

Period of realization
Brochures have been realized in 2014

Contact details (address, email, website)
Physical address: Level 3, 6B Figtree Drive, Sydney Olympic Park NSW 2127
Postal address: Locked Bag 1422, Silverwater NSW 2128
Fax: (02) 8754 8877

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Name of good practice

Mondiali Antirazzisti (Anti-Racists World Championship)

Type of the good practice (program, project, activity, forum, events, etc.)

Event

Name and place (country, city/town) of the institution that implements the good practice.

U.I.S.P. (Union Sport for All), Italy, Castelfranco Emilia (Modena)

Background and objectives of the good practice, target groups

Mondiali Antirazzisti was born on 1997 for an idea by Progetto Ultrà-UISP Emilia Romagna in cooperation with Istoreco (Institute for Research on the Resistance) Reggio Emilia. The input was very easy: to organize a real festival with the direct involvement and mixing of realities considered conflicting. In fact, the fan groups are normally labeled as racist and the migrant communities are considered dangerous.

This formula which united non competitive football, fan, music concerts, with a common life in the camping has been successful. The success of this event is determined from the fact all the people who came at Mondiali have decided to come back the year after, carrying other friends intrigued from the stories told by the participants. During the last years, Mondiali become more and more a real multicultural festival and a concrete experience of struggling against each form of discrimination.

NOT ONLY ANTIRACISM – THE VALUES OF MONDIALI ANTIRAZZISTI

What’s the vision behind Mondiali Antirazzisti? “It’s easy” you will say: to fight against racism. Wrong, we reply, it is much more about.

It’s fair-play.

Mondiali host a lot of sports – often even the less played or known – but in any tournament there are no referees. Every match is self-arbitrated by the very same teams who play. That’s because we want to promote fair-play and self-control.

It’s fighting against violence on and off the field.

We don’t like aggressive behaviour, both physical and verbal. On and off the field we want to spread peace and smiles. Does it seem impossible to you? It seemed so to the bunch of Ultras who created Mondiali Antirazzisti long time ago: accused to be dangerous elements, always ready to clash, they have proved to the world that the real Ultras are actually people who respect sports, athletes and other supporters.

It’s inclusion

When you arrive at Mondiali, you enter a world with people from thousands different and far places, with the spirit of living together an experience extra-ordinary. To meet new people, to sing in different languages, to tell lives and stories, to share the ball, to join the game, to came in the
woods and to create a cheering village where everyone is more than welcome.

It’s sharing
That’s not mandatory, but you will discover that this is one of the most beautiful founding trait of Mondiali.

It’s not a coincidence that the teams, before the competition begins, are used to exchange little presents as a sign of friendship: something personal or from their city, a special greeting or a player to complete the opponent team if someone is missing!

It’s anti-sexism
Few sports mix male and female genders. During the everyday life as well, we are told where we must stand. On one side or the other: male or female. Females don’t play football. Male don’t play with dolls.

At Mondiali, teams – of all sports – can be mixed: formed by both men, women or children.

It’s reflection
During the sport event? Of course! The program in fact doesn’t provide only sport, but also debates and side activities as book presentation, film display, educational walking tours, interviews to people from the sport world or not.

It’s music and food
At Mondiali we have a lot of music as well. A concert every night, with 2 bands on the stage and a djset till late night. However, if you want to eat and drink before the night begins, to your disposal we have different restaurant to support the event.

It’s ecology
Mondiali, since their first year, have been paying attention to the topic of environmental respect. During the years we have sharpened a organization which promotes a less impact for the environment: garbage separation, water dispenser, energy from renewable sources, local food, encouragement to use shared transportation. Our carbon print is lower and lower thanks to the collaboration of all participants. The Earth says “Thank you!”.

It’s anti-racism, of course.
Last but not the least, as it’s the more evident aspect. Our weapons against racism are not the words, but the facts. We mix people from different cultures. We get involved teams coming from far or who make a long trip to come. We talk through the language of sport. Some teams are made of migrants, hosted in welcome centres or groups of people coming from Germany, England, France, Poland, Denmark, Austria and even south America! 6000 people from Italy and all round the world meet during the Mondiali Antirazzisti to share the values of integration. And they do it by playing football, basketball, volleyball, rugby and touchrugby, tchoukball and lacrosse.

Main activities, results and gained experience

The main rule, inside and outside the fields, is that the tournament are no-competitive, not because of the lack of the agonistic spirit but because fun and sociality are the ones who prevails. There are no referees, only a person who keep the time and take decisions whenever an error or a mistaken interpretation of the tournament is given. Teams self-regulate themselves, their fair-play
is always rewarded.

Sports played at “Mondiali” have, here and there, some differences which make them special and which can be tried only at “Mondiali”. The most popular tournament is the football one with 200 teams enrolled. It’s played with music on the background. Only the final part is disputed with the penalty kicks, with direct elimination. The female football tournament finds a its place at “Mondiali” as well, because to fight sexism is one of the core point of the initiative.

**Basketball:** 4 vs 4, half field, one basket, and some rules to avoid a violent game.

**Volleyball:** to have a mixed team is mandatory.

During all the days there will be rugby and touch rugby workshops and little tournaments open to everyone. A sport original from the Native Americans which was used to solve conflicts among different tribes? We have it, and it’s Lacrosse. At the end, Tchoukball, a game with inspiring principle the respect for the other, team mates and opponents, without physical contact.

Numbers year per year

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Football Teams</th>
<th>Basketball Teams</th>
<th>Volleyball Teams</th>
<th>Other Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>Montefiorino – MO</td>
<td>8</td>
<td>about 80 participants</td>
<td>representing 4 countries</td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>Montefiorino – MO</td>
<td>20</td>
<td>and 200 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>Montefiorino – MO</td>
<td>36</td>
<td>and 400 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>Montecchio – RE</td>
<td>70</td>
<td>and 700 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Montecchio – RE</td>
<td>100</td>
<td>teams and more then 1,000 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>Montecchio – RE</td>
<td>120</td>
<td>teams and more then 3,000 participants, for the first time 15 countries are represented</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>Montecchio – RE</td>
<td>168</td>
<td>teams and more then 5,000 participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>Montecchio – RE</td>
<td>168</td>
<td>teams, for the first time a basketball tournament is realized with 16 teams; globally 6,000 participants. For the first time the mixed teams are more then the male ones (70%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td>Montecchio – RE</td>
<td>192</td>
<td>football teams and 32 basket teams, representing 40 countries and more then 6,000 participants. For the first time cricket is presented to the event with an exhibition played by Indian, Pakistani and Bengali</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Montecchio – RE</td>
<td>204</td>
<td>football teams, 32 basket teams and for the first time a volleyball tournament with 16 teams, about 7,000 participants. For the first time arrives a team from USA and there is a participation of a mixed teams Jews and Muslims coming from Tel Aviv (Neve Shalom).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Casalecchio di Reno – BO</td>
<td>204</td>
<td>football teams, 32 basketball teams, 16 volleyball teams and more then 8,000 participants, representing 40 countries. For the first time the 45% of the teams is composed by people of different nationalities. For the first time there is a mixed teams Croats, Bosnian and Serbian from Sarajevo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Casalecchio di Reno – BO</td>
<td>204</td>
<td>football teams, 32 basketball teams, 16 volleyball teams, 4 cricket teams and 4 rugby teams. More then 8,000 participants coming from 27 countries representing 45 nationalities. There is an increasing of teams composed by Roma people and refugees.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>Casalecchio di Reno – BO</td>
<td>204</td>
<td>football teams, 32 basketball teams, 16 volleyball teams, 4 cricket teams and 4 rugby teams. More then 7,000 participants coming from 30 countries and representing 50 nationalities. For the first time there is a delegation from Brazil coming from Pará State together with the Ministry of Sport. Main topic is the struggle against sexism and homophobia.</td>
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</tr>
</tbody>
</table>

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."
• **2010 (Casalecchio di Reno – BO):** 204 football teams, 32 basketball teams, 16 volleyball teams, 4 rugby teams. More than 7,000 participants coming from 25 countries and representing 50 nationalities. For the first time there is a cricket tournament with 12 teams, with the involvement of teams from all over Italy and UK. Andrea Zorzi and Cass Pennant are the special guests.

• **2011 (Bosco Albergati – MO):** 196 football teams, 32 basketball teams, 20 volleyball teams, 4 rugby teams, 12 cricket teams. More than 7,000 persons. For the first time a representative of Ukraine and a group of Roma children from Bucharest.

• **2012 (Bosco Albergati – MO):** 190 football teams, 24 basketball teams, 24 volley teams, 6 di rugby teams, 6 cricket teams, and for the first time 4 softball teams. 6.000 people every day, among them 200 kids every day from local kindergarten. This edition has been dedicated to the earthquake which destroyed many villages in Emilia Romagna.

• **2013 (Bosco Albergati – MO):** 190 football teams, 24 basketball teams, 20 volley teams, 6 touch rugby teams, 3 cricket teams, for the first time a tchoukball tournament. 7.000 people every day, 300 kids of the summer camp.

• **2014 (Bosco Albergati – MO):** 168 football teams, 24 basketball teams, 28 volleyball teams, a rugby tournament, a workshop and a tournament of tchoukball with 6 teams, for the first time a lacrosse exhibition. 7.000 people and 400 kids every day for the summer camp.

• **2015 (Bosco Albergati – MO):** 168 football teams, 30 basketball teams, 34 volleyball teams, small touch rugby and rugby tournaments every day, a tchoukball tournament with 6 teams. 7.000 participants and 400 kids every day for the summer camp.

• **2016 (Bosco Albergati – MO):** 184 football teams, 28 basketball teams, 30 volleyball teams, tournamnts of touch rugby and rugby, tchoukball and lacrosse. 7.000 people and around 1.100 kids of the summer camps in 3 days, that for the first time made a choreography for welcoming the players and the beginning of the football tournament.

**Period of realization**

5-9 July 2017

**Contact details (address, email, website)**

http://www.mondialiantirazzisti.org/new/?page_id=3137

**Responsible person**

Agnese general enquires info@mondialiantirazzisti.org

Daniela ed Elisabetta Registrations at mondiali teams@mondialiantirazzisti.org

Lisa concerts and dj set music@mondialiantirazzisti.org

Daniela Conti Press office press@mondialiantirazzisti.org +39.348.6026025

Vittorio Martone Press office v.martone@uisp.it +39.345.6945336

**Photos**

Photo gallery of 2016 Edition

http://www.mondialiantirazzisti.org/new/?page_id=3184&lang=en
<table>
<thead>
<tr>
<th><strong>Name of good practice</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fair play – School &amp; Sport</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisation of events and school programmes</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Italy, Prato, Panathlon Prato in collaboration with MIUR and of the Toscana Region</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Background and objectives of the good practice, target groups</strong></th>
<th></th>
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<tbody>
<tr>
<td>Panathlon International is the association of all “Panathlon Clubs”, essentially based on the voluntary work of its Club members. Panathlon is a “Service-Club” with ethical and cultural aims, whose goal is to closely examine, promulgate and defend the values of sport intended as a means towards the development and advancement of the individual and as a vehicle of solidarity between men and peoples. The word “Panathlon” is of Greek origin, and can be translated with “group of sport disciplines” and its motto “Ludis Iungit” means “united by sport”.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main activities, results and gained experience</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The organisation’s activities themselves are good practices in the FAIRHAP project field: Conferences, awards, sport events…</td>
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<table>
<thead>
<tr>
<th><strong>Period of realization</strong></th>
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<tbody>
<tr>
<td>Since 1951</td>
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<tr>
<th><strong>Contact details (address, email, website)</strong></th>
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</table>
**Name of good practice**

21st LATVIAN SCHOOL WINTER OLYMPIC FESTIVAL

**Type of the good practice (program, project, activity, forum, events, etc.)**

Festival

**Name and place (country, city/town) of the institution that implements the good practice.**

Council of Latvian Sports Federations, in Ērgļi, Latvia

**Background and objectives of the good practice, target groups**

Students in Latvia aged from 10-19 years.

**Main activities, results and gained experience**

The festival is based on Olympic values, fair play and friendship. The Latvian School Winter Olympic Festival is a complex sporting competition which is being held with the aim of allowing any student without professional skills in winter sports to participate in competitions, which encourage young people to get involved in winter sports. The goal of the festival is to popularize winter sports, encourage the development of youth sports in Latvia, to facilitate the involvement of Latvia’s general and professional educational institutions and local councils in youth sports activities and to motivate them to support youth sport. Festival participants were greeted with a colourful opening and closing ceremony in addition to active sporting activities.

The festival attracted 1,076 students from 128 schools. There were eight different sports in the competition at the festival over the two days at Ērgļi and Viešūra Hill – cross-country skiing, downhill skiing, biathlon, snowboarding, ice skating, luge and winter orientation, hockey and relays. Cross-country skiing, which has in previous years attracted the largest number of competitors, was also the most popular sport this year. A large number of participants took part in the winter orientation competition this year and the great school relay which was included in the programme for the first time in the history of the festival. During their free time, festival participants enjoyed themselves in learning skills in curling, learning theory and practical skills in controlling a drone, participating in drone piloting competitions, enjoying DJ sets, and participating in jenga games or simply enjoying themselves together with their friends.

**Period of realization**

3-4 February 2017

**Contact details (address, email, website)**

http://www.lsfp.lv/festivals/jaunumi_festivals

**Responsible person**

Council of Latvian Sports Federations, Grostonas Street 6b, Riga, LV-1013

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Photos

https://www.facebook.com/lsfp.lv/?fref=ts
<table>
<thead>
<tr>
<th>Name of good practice</th>
<th>NATIONAL STRATEGY FOR SPORT</th>
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</thead>
<tbody>
<tr>
<td>Type of the good practice (program, project, activity, forum, events, etc.)</td>
<td>PROGRAM</td>
</tr>
<tr>
<td>Name and place (country, city/town) of the institution that implements the good practice.</td>
<td>BUCUREȘTI, MINISTRY OF SPORT</td>
</tr>
</tbody>
</table>
| Background and objectives of the good practice, target groups | DEVELOPMENT OF SPORT FOR ALL  
SPORT DEVELOPMENT OF ROMANIAN  
INFRASTRUCTURE DEVELOPMENT |
| Main activities, results and gained experience | PARTICIPATION-PRACTICING-PERFORMANCE |
| Period of realization | 2016-2032 |
| Responsible person | MINISTRY OF SPORT |
# CATEGORY – SPORTS FOR ALL

## Name of good practice

Oltalom Sport Association – Football3

## Type of the good practice (program, project, activity, forum, events, etc.)

Project

## Name and place (country, city/town) of the institution that implements the good practice.

Oltalom Sport Association  
Budapest, Hungary

## Background and objectives of the good practice, target groups

Football3 is a special way to play football. Football3 rules: three halves: a pre-match discussion, football game, and post-match discussion. Football3 incorporates key life lessons into every match. Mixed-gender teams, players collectively decide on the rules before the game. Following the match, they reflect on their behaviour and the behaviour of their opponents, with points awarded for goals as well as for fair play. As football3 is played without referees, players must learn how to resolve conflicts themselves through dialogue and compromise. Through football3, players become better equipped to deal with life's challenges every time they get on the pitch.

F3 method is developed by experts of street football world Network and its members. To be used with groups in social conflict and start dialogue between the parties through playing football.

Target groups: homeless people, disadvantaged youth, football players, amateur footballers, teachers, pupils, groups in social conflict (e.g.: prisoners and guards, ethnic minorities and majority, etc.)

## Main activities, results and gained experience

Main activity: Fair Play Football Road Shows with 8 events in a year, in every region of the country. Participants of local regular and ad hoc teams are invited to play with each-other using football3 rules. It creates an environment where participants have to start a dialogue with each other and implement rules of fair play. As a result opponent teams (social groups) start dialogue with each other and prejudices are broken down. Open fair play tournaments could be organized anywhere. It can be organized by NGOs or local municipalities as well. It could be used in any team sport.

## Period of realization

ongoing since 2012

## Contact details (address, email, website)

Tel: András Rákos: +36 1 210 54 00/103, 104. info@utcaifoci.hu

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Website: http://www.streetfootballworld.org/football3/, www.utcaifoci.hu
Facebook: https://www.facebook.com/Oltalom-Sportegyes%C3%BClet-262757147107057/timeline/
FOOTBALL3 HANDBOOK: https://issuu.com/streetfootballworld/docs/football3_handbook_web_version_engl/1
FOOTBALL3 MATCHPLAY: http://www.streetfootballworld.org/football3/tournament
Video: https://www.youtube.com/watch?v=1MNAJdpwAHI

Photos

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## Name of good practice

Mondiali Antirazzisti (Anti-Racists World Championship)

## Type of the good practice (program, project, activity, forum, events, etc.)

Event

## Name and place (country, city/town) of the institution that implements the good practice.

U.I.S.P. (Union Sport for All), Italy, Castelfranco Emilia (Modena)

## Background and objectives of the good practice, target groups

Mondiali Antirazzisti was born on 1997 for an idea by Progetto Ultrà-UISP Emilia Romagna in cooperation with Istoreco (Institute for Research on the Resistance) Reggio Emilia. The input was very easy: to organize a real festival with the direct involvement and mixing of realities considered conflicting. In fact, the fan groups are normally labeled as racist and the migrant communities are considered dangerous.

This formula which united non competitive football, fan, music concerts, with a common life in the camping has been successful. The success of this event is determined from the fact all the people who came at Mondiali have decided to come back the year after, carrying other friends intrigued from the stories told by the participants. During the last years, Mondiali become more a multicultural festival and a concrete experience of struggling against each form of discrimination.

### NOT ONLY ANTIRACISM – THE VALUES OF MONDIALI ANTIRAZZISTI

What’s the vision behind Mondiali Antirazzisti? “It’s easy” you will say: to fight against racism. Wrong, we reply, it is much more about.

It’s fair-play.

Mondiali host a lot of sports – often even the less played or known – but in any tournament there are no referees. Every match is self-arbitrated by the very same teams who play. That’s because we want to promote fair-play and self-control.

It’s fighting against violence on and off the field.

We don’t like aggressive behaviour, both physical and verbal. On and off the field we want to spread peace and smiles. Does it seem impossible to you? It seemed so to the bunch of Ultras who created Mondiali Antirazzisti long time ago: accused to be dangerous elements, always ready to clash, they have proved to the world that the real Ultras are actually people who respect sports, athletes and other supporters.

It’s inclusion.

When you arrive at Mondiali, you enter a world with people from thousands different and far places, with the spirit of living together an experience extra-ordinary. To meet new people, to sing in different languages, to tell lives and stories, to share the ball, to join the game, to came in the
woods and to create a cheering village where everyone is more than welcome.

It’s sharing

That’s not mandatory, but you will discover that this is one of the most beautiful founding traits of Mondiali. It’s not a coincidence that the teams, before the competition begins, are used to exchange little presents as a sign of friendship: something personal or from their city, a special greeting or a player to complete the opponent team if someone is missing!

It’s anti-sexism

Few sports mix male and female genders. During the everyday life as well, we are told where we must stand. On one side or the other: male or female. Females don’t play football. Male don’t play with dolls. At Mondiali, teams – of all sports – can be mixed: formed by both men, women or children.

It’s reflection

During the sport event? Of course! The program in fact doesn’t provide only sport, but also debates and side activities as book presentation, film display, educational walking tours, interviews to people from the sport world or not.

It’s music and food

At Mondiali we have a lot of music as well. A concert every night, with 2 bands on the stage and a djset till late night. However, if you want to eat and drink before the night begins, to your disposal we have different restaurant to support the event.

It’s ecology

Mondiali, since their first year, have been paying attention to the topic of environmental respect. During the years we have sharpened a organization which promotes a less impact for the environment: garbage separation, water dispenser, energy from renewable sources, local food, encouragement to use shared transportation. Our carbon print is lower and lower thanks to the collaboration of all participants. The Earth says “Thank you!”.

It’s anti-racism, of course.

Last but not the least, as it’s the more evident aspect. Our weapons against racism are not the words, but the facts. We mix people from different cultures. We get involved teams coming from far or who make a long trip to come. We talk through the language of sport. Some teams are made of migrants, hosted in welcome centres or groups of people coming from Germany, England, France, Poland, Denmark, Austria and even south America! 6000 people from Italy and all round the world meet during the Mondiali Antirazzisti to share the values of integration. And they do it by playing football, basketball, volleyball, rugby and touchrugby, tchoukball and lacrosse.

**Main activities, results and gained experience**

The main rule, inside and outside the fields, is that the tournament are no-competitive, not because of the lack of the agonistic spirit but because fun and sociality are the ones who prevails.

There are no referees, only a person who keep the time and take decisions whenever an error or a mistaken interpretation of the tournament is given. Teams self-regulate themselves, their fair-play is always rewarded.

Sports played at “Mondiali” have, here and there, some differences which make them special and
which can be tried only at “Mondiali”. The most popular tournament is the football one with 200 teams enrolled. It’s played with music on the background. Only the final part is disputed with the penalty kicks, with direct elimination. The female football tournament finds a its place at “Mondiali” as well, because to fight sexism is one of the core point of the initiative.

**Basketball:** 4 vs 4, half field, one basket, and some rules to avoid a violent game.

**Volleyball:** to have a mixed team is mandatory.

During all the days there will be rugby and touch rugby workshops and little tournaments open to everyone. A sport original from the Native Americans which was used to solve conflicts among different tribes? We have it, and it’s **Lacrosse.** At the end, **Tchoukball**, a game with inspiring principle the respect for the other, team mates and opponents, without physical contact.

**Numbers year per year**

- **1997 (Montefiorino – MO):** 8 teams and about 80 participants, representing 4 countries
- **1998 (Montefiorino – MO):** 20 teams and 200 participants
- **1999 (Montefiorino – MO):** 36 teams and 400 participants
- **2000 (Montecchio – RE):** 70 teams and 700 participants
- **2001 (Montecchio – RE):** 100 teams and more then 1,000 participants
- **2002 (Montecchio – RE):** 120 teams and more then 3,000 participants, for the first time 15 countries are represented
- **2003 (Montecchio – RE):** 168 teams and more then 5,000 participants
- **2004 (Montecchio – RE):** 168 teams, for the first time a basketball tournament is realized with 16 teams; globally 6,000 participants. For the first time the mixed teams are more then the male ones (70%)
- **2005 (Montecchio – RE):** 192 football teams and 32 basket teams, representing 40 countries and more then 6,000 participants. For the first time cricket is presented to the event with an exhibition played by Indian, Pakistani and Bengali
- **2006 (Montecchio – RE):** 204 football teams, 32 basket teams and for the first time a volleyball tournament with 16 teams, about 7,000 participants. For the first time arrives a team from USA and there is a participation of a mixed teams Jews and Muslims coming from Tel Aviv (Neve Shalom).
- **2007 (Casalecchio di Reno – BO):** 204 football teams, 32 basketball teams, 16 volleyball teams and more then 8,000 participants, representing 40 countries. For the first time the 45% of the teams is composed by people of different nationalities. For the first time there is a mixed teams Croats, Bosnian and Serbian from Sarajevo
- **2008 (Casalecchio di Reno – BO):** 204 football teams, 32 basketball teams, 16 volleyball teams, 4 cricket teams and 4 rugby teams. More then 8,000 participants coming from 27 countries representing 45 nationalities. There is an increasing of teams composed by Roma people and refugees.
- **2009 (Casalecchio di Reno – BO):** 204 football teams, 32 basketball teams, 16 volleyball teams, 4 cricket teams and 4 rugby teams. More then 7,000 participants coming from 30 countries and representing 50 nationalities. For the first time there is a delegation from Brazil coming from Parà State together with the Ministry of Sport. Main topic is the struggle against sexism and homophobia.
- **2010 (Casalecchio di Reno – BO):** 204 football teams, 32 basket teams, 16 volleyball teams, 4 rugby teams. More then 7,000 participants coming from 25 countries and
representing 50 nationalities. For the first time there is a cricket tournament with 12 teams, with the involvement of teams from all over Italy and UK. Andrea Zorzi and Cass Pennant are the special guests.

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### Period of realization
5-9 July 2017

### Contact details (address, email, website)

http://www.mondialiantirazzisti.org/new/?page_id=3137

### Responsible person

- Agnese general enquires info@mondialiantirazzisti.org
- Daniela ed Elisabetta Registrations at mondiali teams@mondialiantirazzisti.org
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### Photos

Photo gallery of 2016 Edition

http://www.mondialiantirazzisti.org/new/?page_id=3184&lang=en
**Name of good practice**

Terzo tempo, fair play (Third half, Fair play)

**Type of the good practice (program, project, activity, forum, events, etc.)**

National conference

**Name and place (country, city/town) of the institution that implements the good practice.**

Università degli Studi di Napoli Parthenope, Via Petrarca 80, Napoli (Italy)

**In collaboration with:**

UISP (Union Sport for ALL)
L.go Nino Franchellucci, 73 00155 Roma
Tel: +3906.439841 - Fax: +3906.43984320, e-mail: uisp@uisp.it

**Background and objectives of the good practice, target groups**

The national conference was organized by experts on the topic "the values of sport to combat homophobia and transphobia", devoted to the development of awareness of the sport as a tool for social inclusion. This conference, through the involvement of various actors in the sports world (University, Institutions, Sports Associations, Educators, Athletes, Coaches) aimed to activate a space for reflection and awareness to make sport keep a positive value and promote a culture of inclusion and enhancement of individual differences.

**Main activities, results and gained experience**

The 1day conference discussed in its session how “Sport for all” can serve to create educational models and methodologies able to do sport without any discrimination.

**Period of realization**

22 April 2015

**Contact details (address, email, website)**


**Responsible person**

m.clayset@uisp.it

giuliana.valerio@uniparthenope.it

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<table>
<thead>
<tr>
<th>Name of good practice</th>
<th>The whole class is involved in sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of good practice (program, project, activity, forum, events, etc.)</td>
<td>Project</td>
</tr>
<tr>
<td>Name and place (country, city/town) of the institution that implements the good practice.</td>
<td>Latvian Olympic Committee</td>
</tr>
<tr>
<td>Background and objectives of good practice, target groups</td>
<td>3rd, 4th and 5th year students at educational institutions</td>
</tr>
<tr>
<td>Main activities, results and gained experience</td>
<td>“The Whole Class Plays Sport” Project is implemented in accordance with the LOC mission - To consolidate the role of sport in society through the ideals of the Olympic movement and the value of the high achievements of Latvia’s sportmen and sportswomen, attracting and motivating students for regular sporting activities and to get students interested in engaging in physical activities, as well as analysing the influence of physical activity on their health. The project envisages the provision and organization of 3 high quality optional sporting activities each week, in addition to the two hours of sport which are provided in the compulsory educational programme. One hour is dedicated to general physical training, the second – to learning football skills, but the third – to swimming or open air activities. In the third season of the project, 82 new classes from 73 educational institutions throughout Latvia are taking part. Consequently, more than 3,000 students from 130 classes will be playing sport five times a week or every school day.</td>
</tr>
<tr>
<td>Period of realization</td>
<td>2016/2017 school year. This was also implemented in the 2015/2016 and 2014/2015 school year.</td>
</tr>
<tr>
<td>Contact details (address, email, website)</td>
<td><a href="http://sportovisaklase.olimpiade.lv">http://sportovisaklase.olimpiade.lv</a></td>
</tr>
<tr>
<td>Responsible person</td>
<td>Žoržs Tikmers - LOC Secretary-General, Olympic Silver Medallist; Lilita Mitrofanova - Project Coordinator, LOC Project Director</td>
</tr>
<tr>
<td>Photos</td>
<td><a href="https://www.youtube.com/watch?v=iMbqQw_MEMY">https://www.youtube.com/watch?v=iMbqQw_MEMY</a></td>
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<tr>
<td><strong>Name of good practice</strong></td>
<td>MOVING EUROPE-MOVING PEOPLE</td>
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<tr>
<td><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></td>
<td>ACTIVITY</td>
</tr>
<tr>
<td><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></td>
<td>BUCUREȘTI, ROMANIAN FEDERATION SPORTS FOR ALL</td>
</tr>
<tr>
<td><strong>Main activities, results and gained experience</strong></td>
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<tr>
<td>o a physical inactivity, one of the leading causes of mortality, according to the World Health Organization (WHO)</td>
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<tr>
<td>o a major research grant by resources or by organizing sport events, the need to bridge the gap between science and practice</td>
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<tr>
<td>o an effective and environmentally friendly transport alternatives in order to combat chronic obesity, such as cycling, walking</td>
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<tr>
<td>o importance of attracting the sport, in particular, persons who do not practice any physical activity</td>
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<tr>
<td>o a HEPA - the only recommendation in sport by EU</td>
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<tr>
<td>o a difference between sport and physical activity (no infrastructure for physical activity)</td>
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<tr>
<td>o a Fighting obesity among children</td>
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<tr>
<td>o a public Partnerships - private partnerships (PPPs), and infrastructure opportunities in sport</td>
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<tr>
<td>o a collaboration between different institutions to develop campaigns</td>
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<tr>
<td><strong>Period of realization</strong></td>
<td>2016</td>
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<tr>
<td><strong>Responsible person</strong></td>
<td>PRESIDENT OF FEDERATION</td>
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<td><strong>Photos</strong></td>
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<tr>
<td>Name of good practice</td>
<td>World Challenge Day</td>
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<tr>
<td><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></td>
<td>EVENT</td>
</tr>
<tr>
<td><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></td>
<td>This appears to be the biggest world event from the agenda of the Trim and Fitness International Sport for All Association /TAFISA/, which has been held for twenty years in one hundred countries of the world. The day is a competition between towns and municipalities of countries worldwide. Bulgaria takes part in the &quot;Sport for All&quot; world movement, in which towns compete with towns of other countries.</td>
</tr>
<tr>
<td><strong>Background and objectives of the good practice, target groups</strong></td>
<td>The biggest sports event of &quot;Sport for All&quot;, which has been held since 1993 in more than 50 towns across the country. This is a day for all willing to take part in a sports event or a specific physical activity in the course of 15 minutes in a row.</td>
</tr>
<tr>
<td><strong>Aim of the event</strong></td>
<td>Large scale popularization of the healthy way of life through systematic physical exercises, certain type of physical activities and sport. An opportunity is given to a large number of people, irrespective of their age, gender and social status, to take part in a sports event or a specific physical activity on spot of municipalities, districts, quarters or work places. Activation of the work of municipalities for pursuing their social policy.</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>All who want to practice a sport or spend a day in movement entertaining themselves and in company, at the same time choosing the place of the main event in the town, on spot of schools, work place or individually. Men, women, school and university goers, elderly and retired people, handicapped or disadvantaged ones all of them.</td>
</tr>
<tr>
<td><strong>Main activities, results and gained experience</strong></td>
<td>A major event the Bulgarian Sport for All Association draws through lots a host city of the major event. The best candidature wins, deemed to have presented a plan for organizing and holding the Challenge Day. The major event is organized in a park, at a square or in another open area in each town or district, having a rich and varied programme. The competitions, games of entertainment and the types of physical activity give a chance of participation to many people of various age brackets and degree of physical preparedness. The physical activities shall be attractive and fun. All from the public or private sector districts, fitness centres, sports clubs and each and every</td>
</tr>
</tbody>
</table>

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individual, who have taken the challenge, can organize their own festivities or take part in the major event of the town.

The participants in the major event are registered through talons, which they submit in definite places following the completion of the physical activity.

For all who are in their work places it would be nice to equip them with the opportunity to take at least 15 minutes off work in order to feel the pleasure of active relaxation.

All who have an intention to take part in the Challenge Day, receive registration forms, which they fill in and submit whereby meeting the deadline valid for all.

The participants choose themselves the place of their action, being able to take part in several types of sport, however being entitled to one registration only.

**Period of realization**

Each year in the month of May /the date is determined by TAFISN.

**Contact details (address, email, website)**

**Organizers**

- Ministry of Youth and Sports Bulgarian Sport for All Association.
- The direct implementers of the sports events on spot are:
  - The municipalities
  - The sports federations and their clubs, members of BSAA
  - All institutions dealing with health and sport for all

**Photos**

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**Name of good practice**

Olympic Day

**Type of the good practice (program, project, activity, forum, events, etc.)**

EVENT

**Name and place (country, city/town) of the institution that implements the good practice.**

It has been held since 1987 on an annual basis under the aegis of the International Olympic Committee. The Bulgarian Sport forAll Association joined its holding in 1997.

**Background and objectives of the good practice, target groups**

Various competition are held across the world on this day, the majority of which being cross runnings. The target group consists mostly of school and university goers.

**Aim of the event**

- popularization of the Olympic idea;
- popularization of the sport for health

The festival is on the agenda of the Bulgarian Sport for All Association. It has been held since 1994 in various Balkan countries. The festival is an open one and is partaken of by representatives of the Balkan countries.
Organizer for the country is the Bulgarian Sport for All Association.
The programme of the festival features mini football, beach volley, street basketball, tennis, table tennis, bowling, handball, traditional triathlon, swimming /100m freestyle, 100 m breaststroke and mixed relay/, as well as some national games contests.

**Main activities, results and gained experience**

Light athletics relay carrying the Olympic torch from the National Sports Academy "Vassil Levski" to the Bulgarian Olympic Committee.
Light athletics cross runnings across the country.

**Period of realization**

23 June

**Contact details (address, email, website)**

**Organizers**

Ministry of Youth and Sports
Bulgarian Olympic Committee
Bulgarian Sport for All Association
National Sports Academy "Vassil Levski".
**CATEGORY – EDUCATION**

<table>
<thead>
<tr>
<th>Name of good practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kallipateira Project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of the good practice (program, project, activity, forum, events, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training program for Physical Education teachers and pupils</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and place (country, city/town) of the institution that implements the good practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of National Education and Religious Affairs, Athens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background and objectives of the good practice, target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminating discrimination in society and the workplace is achieved through education, promoting the Olympic Ideals and civil parity principle.</td>
</tr>
<tr>
<td>In terms of education, teaching interventions in the school area must enter into the educational process, that will contribute effectively to challenge traditional social representations of social inequalities and create the conditions of restriction them.</td>
</tr>
<tr>
<td>Target groups: Education teachers and pupils of all the Country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main activities, results and gained experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Inform education Executives</td>
</tr>
<tr>
<td>- Training programs for teachers with experience in programs to promote Olympic Ideals</td>
</tr>
<tr>
<td>- School Pilot Projects involving students from all levels of Education</td>
</tr>
<tr>
<td>- Mobile exhibition Kallipateira, which is consistent with the fundamentals of Project with emphasis on gender equality, education and society, human rights, xenophobia and racism, intergenerational solidarity, multiculturalism etc.</td>
</tr>
<tr>
<td>The educational material of the project “Kallipateira” constitutes supportive material for the teachers of Physical Education and the students, for the most efficient organization of the respective activities and the thematic units. It consists of:</td>
</tr>
<tr>
<td>1a. Teacher’s book,</td>
</tr>
<tr>
<td>1b. Activities book for the students (6-9 years old), 1st, 2nd, 3rd grade,</td>
</tr>
<tr>
<td>1c. Activities book for the students (10-12 years old), 4th, 5th, 6th grade,</td>
</tr>
<tr>
<td>1d. Activities book for the students (13-15 years old), 7th, 8th, 9th grade,</td>
</tr>
<tr>
<td>1e. Board game</td>
</tr>
<tr>
<td>The thematic units developed in this educational material are related with the following topics: a) human rights, b) cultural diversity, c) racism and xenophobia, d) gender equality in education and society and e) social inequalities and social discrimination. The aim of this book is to help and</td>
</tr>
</tbody>
</table>

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encourage teachers and students in activities for the promotion of a healthy, open and tolerant society with an innovative approach through Physical Education and sports.

All the elements of this project could be transferred to other Institutions and countries.

**Period of realization**

2005-2007

**Contact details (address, email, website)**

Websites:


Download Educational Material: **Teacher’s book**

**Activities’ book** (1st, 2nd, 3rd grade), **Activities book for the students** (10-12 years old), 4th, 5th, 6th grade

**Responsible person**

Scientific Coordinator: **Ioannis Theodorakis, Professor**, Department of Physical Education and Sport Science, University of Thessaly

**Photos**

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<table>
<thead>
<tr>
<th><strong>Name of good practice (Categories: Fair play)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NOT ONLY FAIR PLAY</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project funded by ERASMUS+ SPORT programme in 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT SCIENTIFIC COORDINATOR: Istituto Professionale Francesco Datini (IT)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Background and objectives of the good practice, target groups</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives of the project:</strong></td>
</tr>
<tr>
<td>Awareness promotion of the importance of sport at school</td>
</tr>
<tr>
<td>• Enhancement of sport as a means to achieve social inclusion</td>
</tr>
<tr>
<td>• Promotion of an ethical approach to sport</td>
</tr>
<tr>
<td>• Promotion of a comprehensive overview of different sporting</td>
</tr>
<tr>
<td><strong>Target groups:</strong></td>
</tr>
<tr>
<td>• Teachers</td>
</tr>
<tr>
<td>• Students</td>
</tr>
<tr>
<td>• School Directors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main activities, results and gained experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Activities:</strong></td>
</tr>
<tr>
<td>• Collection of best practice in the promotion of sport at school</td>
</tr>
<tr>
<td>• Collection of stories of students who successfully managed to balance their school career with their passion for sport</td>
</tr>
<tr>
<td>• Creation of guidelines for the promotion of sport at school as a means to achieve social inclusion and equal opportunities</td>
</tr>
<tr>
<td>• Organisation of sport events</td>
</tr>
<tr>
<td><strong>Results:</strong></td>
</tr>
<tr>
<td>• Transnational network of schools</td>
</tr>
<tr>
<td>• Database of students’ success stories</td>
</tr>
<tr>
<td>• Database of best practice in the promotion of sport at school</td>
</tr>
<tr>
<td>• Collection of guidelines for the promotion of sport at school as a means to achieve social inclusion and equal opportunities</td>
</tr>
<tr>
<td>• Sport events</td>
</tr>
<tr>
<td>• Creation of a transnational network of schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Period of realization</strong></th>
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</thead>
</table>

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01/01/2015 – not clear the closing date

Contact details (address, email, website)

http://notonlyfairplay.pixel-online.org/index.php

Responsible person

Daniele Santagati
Istituto Professionale “F. Datini”
Via di Reggiana 26 - 59100 Prato (Italy)
Tel: + 39 0574 630511
Fax: + 39 0574 630511
e-mail: direzione@datini.prato.it

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<table>
<thead>
<tr>
<th><strong>Name of good practice</strong></th>
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<tbody>
<tr>
<td>Preventing sport rage: How to educate members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational programme</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></th>
</tr>
</thead>
</table>
| NSW Department of Tourism, Sport and Recreation  
Sydney - Australia |

<table>
<thead>
<tr>
<th><strong>Background and objectives of the good practice, target groups</strong></th>
</tr>
</thead>
</table>
| To create a positive sporting environment and manage sport rage you will need to promote:  
- Club policies and procedures  
- Club processes for dealing with incidents  
- Fair play and good sporting behaviour. |

<table>
<thead>
<tr>
<th><strong>Main activities, results and gained experience</strong></th>
</tr>
</thead>
</table>
| Creation of Information brochures and kits: Distribution of sport rage education brochures and/or kits at registration or orientation day. They’ll help people understand what sport rage is and how they play a part in preventing it. NSW Sport and Recreation has produced a range of brochures and kits for clubs to use.  
- Tips for Parents  
- Tips for Players  
- Tips for Coaches  
- Tips for Officials. |

<table>
<thead>
<tr>
<th><strong>Period of realization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Brochures have been realized in 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contact details (address, email, website)</strong></th>
</tr>
</thead>
</table>

Physical address: Level 3, 6B Figtree Drive, Sydney Olympic Park NSW 2127  
Postal address: Locked Bag 1422, Silverwater NSW 2128  
Fax: (02) 8754 8877
**Name of good practice**

COMENIUS REGIO 2013-2015 “4S-Say Short Simply Sport”
COM-13-PR-18-TM-PL

**Type of the good practice (program, project, activity, forum, events, etc.)**

PROJECT

**Name and place (country, city/town) of the institution that implements the good practice.**

TIMISOARA, ROMANIA

**Background and objectives of the good practice, target groups**

Overall objective: is to help our young people obtain essential life skills necessary for personal development, for future employment and active European citizenship.

**Main activities, results and gained experience**

Activities and expected results:
- Organizing events associated with popularizing the sport with representatives of the two countries, pupils and teachers in the partner regions,
- Cooperation between clubs from both countries,
- Involve a minimum of 100 people (12 employees in education, 8 teachers from schools participating in the project, 80 students from schools participating in the project)
- Raising awareness of the younger generation and faculty about the attractiveness of an active forms of physical activity and sporting values implied,
- Developing skills and life skills necessary for personal development base, getting a job in the future and for active European citizenship,
- Inoculating a passion for sport to the younger generation.

**Period of realization**

2013-2015

**Contact details (address, email, website)**

[www.isj.tm.edu.ro/data_files/content/prezentare-project.ppt](http://www.isj.tm.edu.ro/data_files/content/prezentare-project.ppt)

**Responsible person**

SCHOOL INSPECTORATE, TIMISOARA

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### CATEGORIE - INTEGRATING DIFFERENCE IN SCHOOLS/SOCIETY

<table>
<thead>
<tr>
<th>Name of good practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Only Fair Play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of the good practice (program, project, activity, forum, events, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project- ERAMSUS+</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Name and place (country, city/town) of the institution that implements the good practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Istituto Professionale “Francesco Datini”- Italy</td>
</tr>
<tr>
<td>Inforef- Belgium</td>
</tr>
<tr>
<td>Foundation of Cultural and Business Potential of Civil Society (FDCBPCS)-Bulgaria</td>
</tr>
<tr>
<td>OMNIA-Finland</td>
</tr>
<tr>
<td>RENASUP-France</td>
</tr>
<tr>
<td>I.I.S. “Rita Levi Montalcini”-Italy</td>
</tr>
<tr>
<td>Pixel-Italy</td>
</tr>
<tr>
<td>Centrum Kształcenia Zawodowego i Ustawicznego Nr 1 - Ośrodek Kształcenia Ustawicznego</td>
</tr>
<tr>
<td>Nauczycieli – Poland</td>
</tr>
<tr>
<td>Fundația EuroEd- Romania</td>
</tr>
<tr>
<td>Bilecik Provincial Directorate of National Education-Turkey</td>
</tr>
<tr>
<td>Dundee and Angus College- UK</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background and objectives of the good practice, target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Not Only Fair Play project, funded by the European Commission, has the aim of promoting sport at school as well as promoting social inclusion, equal opportunities and awareness of the importance of physical activity, through increased participation in, and equal access to sport for all.</td>
</tr>
<tr>
<td>The specific project objectives are:</td>
</tr>
<tr>
<td>• The promotion of awareness of the importance of sport at school through a better integration of physical education into the school curricula.</td>
</tr>
<tr>
<td>• The enhancement of sport as a mean to promote social inclusion of all students</td>
</tr>
<tr>
<td>• The promotion of an ethical approach to Sport and physical activities</td>
</tr>
<tr>
<td>• The promotion of a comprehensive overlook to sports offer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The project is addressed to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Schools</td>
</tr>
<tr>
<td>• School Directors</td>
</tr>
<tr>
<td>• Teachers</td>
</tr>
<tr>
<td>• Students</td>
</tr>
</tbody>
</table>

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Results:

- Transnational network of schools
- Database of students’ success stories
- Database of best practice in the promotion of sport at school
- Collection of guidelines for the promotion of sport at school as a means to achieve social inclusion and equal opportunities
- Sport events

Main activities, results and gained experience

- Capitalizing of Success Stories and Best Practices (Collection of success stories and best practices in the promotion of sport and physical activities at school)
- Creation of Toolkits: (guidelines for school directors, physical education teachers and teachers to exploit the use of sport at school)

The results of this activity are:

Guidelines for school directors

- How to promote the importance of sport at school
- How to integrate sport into curricular activities
- How to use sport as a mean of social inclusion
- How to support students to balance sport and study at school

Guidelines for physical education teachers

- How to involve students in physical education activities
- How to use sport as a mean of social inclusion
- How to promote an ethical approach to sport
- How to promote less popular sports

Guidelines for school teachers

- How to motivate students only interested in sport to improve their school performances
- How to integrate sport and healthy lifestyle approaches into the students’ educational pathways
- How to use sport as a mean to acquire transversal skills

- Organisation of Sports Events: (Planning, organization and management of pilot initiatives to promote the importance of sport at school, One sports event in each partner country, Online exchange of experiences and opinions between target groups)
- Guidelines of Policy Makers (Cooperatively development of 2 guidelines for policy makers to raise awareness on the importance of promoting sport at school)

- Guidelines on Sport and School Education focusing on:
  - Promotion of sport at school level
  - Integration between schools activities and sport activities
  - Compatibility of sport activities and school success
  - To promote all types of sports at school

- Guideline for policy maker on Education for an Ethic Based Sport focusing on:
  - Promotion of an ethical based approach to sport
  - Overcoming of the hypercompetitive approach to sport
  - Importance of respecting rules (doping, match fixing, etc)

**Period of realization**

2014-ongoing

**Contact details (address, email, website)**

[http://notonlyfairplay.pixel-online.org/](http://notonlyfairplay.pixel-online.org/)

**Photos**

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<table>
<thead>
<tr>
<th><strong>Name of good practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Terzo tempo, fair play (Third half, Fair play)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>National conference</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Università degli Studi di Napoli Parthenope, Via Petrarca 80, Napoli (Italy)</td>
</tr>
</tbody>
</table>

In collaboration with:
UISP (Union Sport for ALL)
L.go Nino Franchellucci, 73 00155 Roma
Tel: +3906.439841 - Fax: +3906.43984320
e-mail: uisp@uisp.it

<table>
<thead>
<tr>
<th><strong>Background and objectives of the good practice, target groups</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The national conference was organized by experts on the topic &quot;the values of sport to combat homophobia and transphobia&quot;, devoted to the development of awareness of the sport as a tool for social inclusion. This conference, through the involvement of various actors in the sports world (University, Institutions, Sports Associations, Educators, Athletes, Coaches) aimed to activate a space for reflection and awareness to make sport keep a positive value and promote a culture of inclusion and enhancement of individual differences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Main activities, results and gained experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The 1day conference discussed in its session how “Sport for all” can serve to create educational models and methodologies able to do sport without any discrimination.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Period of realization</strong></th>
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</thead>
<tbody>
<tr>
<td>22 April 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Contact details (address, email, website)</strong></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Responsible person</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:m.claysset@uisp.it">m.claysset@uisp.it</a></td>
</tr>
<tr>
<td><a href="mailto:giuliana.valerio@uniparthenope.it">giuliana.valerio@uniparthenope.it</a></td>
</tr>
<tr>
<td>Name of good practice</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
<tr>
<td>Type of the good practice (program, project, activity, forum, events, etc.)</td>
</tr>
<tr>
<td>Name and place (country, city/town) of the institution that implements the good practice.</td>
</tr>
<tr>
<td>Background and objectives of the good practice, target groups</td>
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</tbody>
</table>

**NOT ONLY ANTIRACISM – THE VALUES OF MONDIALI ANTIRAZZISTI**

What’s the vision behind Mondiali Antirazzisti? “It’s easy” you will say: to fight against racism. Wrong, we reply, it is much more about.

It’s fair-play.

Mondiali host a lot of sports – often even the less played or known – but in any tournament there are no referees. Every match is self-arbitrated by the very same teams who play. That’s because we want to promote fair-play and self-control.

It’s fighting against violence on and off the field.

We don’t like aggressive behaviour, both physical and verbal. On and off the field we want to spread peace and smiles. Does it seem impossible to you? It seemed so to the bunch of Ultras who created Mondiali Antirazzisti long time ago: accused to be dangerous elements, always ready to clash, they have proved to the world that the real Ultras are actually people who respect sports, athletes and other supporters.

It’s inclusion.

When you arrive at Mondiali, you enter a world with people from thousands different and far places, with the spirit of living together an experience extra-ordinary. To meet new people, to sing in different languages, to tell lives and stories, to share the ball, to join the game, to came in the
woods and to create a cheering village where everyone is more than welcome.

It’s sharing
That’s not mandatory, but you will discover that this is one of the most beautiful founding trait of Mondiali. It’s not a coincidence that the teams, before the competition begins, are used to exchange little presents as a sign of friendship: something personal or from their city, a special greeting or a player to complete the opponent team if someone is missing!

It’s anti-sexism
Few sports mix male and female genders. During the everyday life as well, we are told where we must stand. On one side or the other: male or female. Females don’t play football. Male don’t play with dolls. At Mondiali, teams – of all sports – can be mixed: formed by both men, women or children.

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During the sport event? Of course! The program in fact doesn’t provide only sport, but also debates and side activities as book presentation, film display, educational walking tours, interviews to people from the sport world or not.

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At Mondiali we have a lot of music as well. A concert every night, with 2 bands on the stage and a djset till late night. However, if you want to eat and drink before the night begins, to your disposal we have different restaurant to support the event.

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Mondiali, since their first year, have been paying attention to the topic of environmental respect. During the years we have sharpened a organization which promotes a less impact for the environment: garbage separation, water dispenser, energy from renewable sources, local food, encouragement to use shared transportation. Our carbon print is lower and lower thanks to the collaboration of all participants. The Earth says “Thank you!”.

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The main rule, inside and outside the fields, is that the tournament are no-competitive, not because of the lack of the agonistic spirit but because fun and sociality are the ones who prevails. There are no referees, only a person who keep the time and take decisions whenever an error or a mistaken interpretation of the tournament is given. Teams self-regulate themselves, their fair-play is always rewarded.

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During all the days there will be rugby and touch rugby workshops and little tournaments open to everyone. A sport original from the Native Americans which was used to solve conflicts among different tribes? We have it, and it’s Lacrosse. At the end, Tchoukball, a game with inspiring principle the respect for the other, team mates and opponents, without physical contact.

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<tr>
<td>Agnese general enquires <a href="mailto:info@mondialiantirazzisti.org">info@mondialiantirazzisti.org</a></td>
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<tr>
<td>Daniela ed Elisabetta Registrations at mondiali <a href="mailto:teams@mondialiantirazzisti.org">teams@mondialiantirazzisti.org</a></td>
</tr>
<tr>
<td>Lisa concerts and dj set <a href="mailto:music@mondialiantirazzisti.org">music@mondialiantirazzisti.org</a></td>
</tr>
<tr>
<td>Daniela Conti Press office <a href="mailto:press@mondialiantirazzisti.org">press@mondialiantirazzisti.org</a> +39.348.6026025</td>
</tr>
<tr>
<td>Vittorio Martone Press office <a href="mailto:v.martone@uisp.it">v.martone@uisp.it</a> +39.345.6945336</td>
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THE SPORT AND EUROPEAN VALUES

**Type of the good practice (program, project, activity, forum, events, etc.)**

PROMOTING THE VALUES OF SPORT

**Name and place (country, city/town) of the institution that implements the good practice.**

BRUSSEL

**Background and objectives of the good practice, target groups**

EUROPA

**Main activities, results and gained experience**

Sport contributes to the strategic objectives of the Union, highlights the pedagogical values and fundamental cultural and is a vector of integration, to the extent that all citizens, regardless of gender, ethnic origin, religion, age, nationality, social orientation sexual. Sport is an instrument used to combat intolerance, xenophobia and racism.

**Period of realization**

2015

**Contact details (address, email, website)**

https://webapi.eesc.europa.eu/.../eesc-2014-04496-00-00-ac-tra-ro....

SOC/514 – EESC-2014-04496-00-00-AC-TRA (EN) 204/231

**Responsible person**

Bernardo HERNÁNDEZ BATALLER
**Name of good practice**

I am as good as all coevals of mine

**Type of the good practice (program, project, activity, forum, events, etc.)**

EVENT

**Name and place (country, city/town) of the institution that implements the good practice.**

Bulgaria

**Background and objectives of the good practice, target groups**

**The aim**

- to improve the conditions and organization of the sports preparation and training on spot of the schools for handicapped and disadvantaged children;
- to achieve positive changes in the physical and mental condition of the students, for their building up as fully fledged members of society.

There are tens of health resorts and other specialized schools for handicapped children and youths, as well as disadvantaged ones. Undertaking sport practices is vital for their physical and psychic therapy and rehabilitation, for their adaptation and integration, for improving the quality of their life.

Organizing and holding sport practices on spot of schools for handicapped and disadvantaged children have certain advantages, which are a guarantor for achieving sustainable positive changes in the physical and social aspect.

There is a big number of children and youths gathered at schools, who have the same or similar physical capacities, who live in boarding conditions and are at the best age to be initially trained and build up long lasting sporting habits.

There are also some negative factors which substantially obstruct the sport work with the students, such as the poor condition of the sport facilities and equipment, inadequate qualification of the teachers, as well as the inadequate number of compulsory physical education classes, the lack of funds for royalties for the coaches and instructors.

**Participants**

School goers from schools for handicapped and disadvantaged children. It is possible in the event of ensured finances to provide the participation of handicapped children from abroad, as well as the participation of Bulgarian children in competitions abroad.

**Main activities, results and gained experience**

For students with poor eyesight: light athletics, swimming, basic gymnastics.
### For students with ailing locomotory system and other chronic diseases: light athletics, swimming, basic gymnastics, table tennis, badminton, darts, volleyball, basketball, football, chess.

For students with ailing hearing: light athletics, swimming, basic gymnastics, football, volleyball, basketball, table tennis, badminton, chess.

#### Period of realization

The first stage—from 15.09 to 31.03. preparation at schools and holding in-school competitions.

The second stage the month of April holding regional competitions.

The third stage the month of May national championship, lasting from 7 to 10 days, combined with a rich cultural programme.

#### Contact details (address, email, website)

#### Organizers

Ministry of Youth and Sports Ministry of Education and Science Bulgarian Paraolympic Association
Bulgarian Sport for All Association.

Bulgarian sports federations of the sports included in the event.
### CATEGORY - AWARENESS EVENTS/CAMPAIGN/INITIATIVES

<table>
<thead>
<tr>
<th>Name of good practice</th>
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<tr>
<td>“Eleven” campaign</td>
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<tr>
<td>Participating Countries: Australia, Brazil, Denmark, Greece, Japan, Qatar, South Africa, Spain, Trinidad and Tobago, United Kingdom, USA</td>
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<td>«Eleven» is non-profit documentary spearheading a campaign that aims to use the power of football to break communication barriers, celebrate diversity and create social cohesion. The production is an international collaboration between eleven countries. How similar is those children’s approach to life and its everyday challenges? What are their hopes and dreams? How do their family and culture influence how they perceive the world? How different are these children’s lives? A classic nature vs nurture theme; if we all start out as blank canvases, how deeply different can we be shaped in eleven years? Can these children overcome their differences and work together as a team when faced with the challenge of a nearly impossible match? “Eleven” attempts to provide answers to these questions and raise awareness and celebrate diversity at a time when the world is still rife with racism and discrimination,</td>
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<tr>
<td>• Bring together children, filmmakers, and an audience from across the world.</td>
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<tr>
<td>• Build awareness of global cultures.</td>
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<tr>
<td>• Fight discrimination.</td>
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<tr>
<td>• Raise money for children in need around the world</td>
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<td>The programm follows eleven children from around the globe, as they come together to form a football team that will play a match against one of the best junior clubs in the world. With their common stay and training as a framework, the programm dives into their individual and unique stories at home. From the cosmopolitan streets of Copenhagen, to the World Cupcrazed favelas of Rio, eleven eleven-year-olds invite us on an extraordinary journey as we try to discover how football affects their lives.</td>
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<tr>
<td>Through a vivid and emotional story that documents the daily activity of an eleven-year-old child in eleven different countries, each rich with its own culture, experiences and opinions.</td>
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<td>This 90-minute documentary will take its audience on an educational journey into the lives of these children. We will witness these children meet and train together, evolving from a group of eleven</td>
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strangers into a real football team, in just a few days! There will be awkward
moments of shy miscommunication, maybe even frustration, as well as teamwork and, hopefully, laughter.

The climax of the documentary will be the football match between the eleven children and one of the best football academies in the world. While the result of this game won’t be important, the outcome of their experience together will be. It can inspire both the children and the audience to look a little deeper into the things that unite us rather than what keeps us apart. This will be a truly moving spectacle in the history of football.

**Period of realization**

2013 - ongoing

**Contact details (address, email, website)**


Youtube: [https://www.youtube.com/watch?v=AML1JZHsRTY](https://www.youtube.com/watch?v=AML1JZHsRTY)

[https://www.youtube.com/channel/UCDFO2piAZJ32rwAUCoQCQig](https://www.youtube.com/channel/UCDFO2piAZJ32rwAUCoQCQig)

**Photos**

![Eleven Campaign Photos](image-url)
The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
**Name of good practice**

Mondiali Antirazzisti (Anti-Racists World Championship)

**Type of the good practice (program, project, activity, forum, events, etc.)**

Event

**Name and place (country, city/town) of the institution that implements the good practice.**

U.I.S.P. (Union Sport for All), Italy, Castelfranco Emilia (Modena)

**Background and objectives of the good practice, target groups**

Mondiali Antirazzisti was born on 1997 for an idea by Progetto Ultrà-UISP Emilia Romagna in cooperation with Istoreco (Institute for Research on the Resistance) Reggio Emilia. The input was very easy: to organize a real festival with the direct involvement and mixing of realities considered conflicting. In fact, the fan groups are normally labeled as racist and the migrant communities are considered dangerous.

This formula which united non competitive football, fan, music concerts, with a common life in the camping has been successful. The success of this event is determined from the fact all the people who came at Mondiali have decided to come back the year after, carrying other friends intrigued from the stories told by the participants. During the last years, Mondiali become more a more a real multicultural festival and a concrete experience of struggling against each form of discrimination.

**NOT ONLY ANTIRACISM – THE VALUES OF MONDIALI ANTIRAZZISTI**

What’s the vision behind Mondiali Antirazzisti? “It’s easy” you will say: to fight against racism. Wrong, we reply, it is much more about.

It’s fair-play.

Mondiali host a lot of sports – often even the less played or known – but in any tournament there are no referees. Every match is self-arbitrated by the very same teams who play. That’s because we want to promote fair-play and self-control.

It’s fighting against violence on and off the field.

We don’t like aggressive behaviour, both physical and verbal. On and off the field we want to spread peace and smiles. Does it seem impossible to you? It seemed so to the bunch of Ultras who created Mondiali Antirazzisti long time ago: accused to be dangerous elements, always ready to clash, they have proved to the world that the real Ultras are actually people who respect sports, athletes and other supporters.

It’s inclusion.

When you arrive at Mondiali, you enter a world with people from thousands different and far places, with the spirit of living together an experience extra-ordinary. To meet new people, to sing in different languages, to tell lives and stories, to share the ball, to join the game, to came in the
woods and to create a cheering village where everyone is more than welcome.

It’s sharing
That’s not mandatory, but you will discover that this is one of the most beautiful founding trait of Mondiali. It’s not a coincidence that the teams, before the competition begins, are used to exchange little presents as a sign of friendship: something personal or from their city, a special greeting or a player to complete the opponent team if someone is missing!

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**Period of realization**

5-9 July 2017

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**Responsible person**

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**Photos**

Photo gallery of 2016 Edition

http://www.mondialiantirazzisti.org/new/?page_id=3184&lang=en

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<table>
<thead>
<tr>
<th><strong>Name of good practice</strong></th>
<th>Sport? Sì grazie</th>
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<tbody>
<tr>
<td><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></td>
<td>Research and awareness raising events</td>
</tr>
<tr>
<td><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></td>
<td>Consorzio Vero Volley</td>
</tr>
<tr>
<td></td>
<td>c/o Palazzetto dello Sport, via G.B. Stucchi – 20900 Monza</td>
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<td></td>
<td>Tel. +39-039 2311113</td>
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<td>Email: <a href="mailto:info@verovolley.com">info@verovolley.com</a></td>
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<tr>
<td></td>
<td>In collaboration with: Department of Psychology of Università di Torino and Department of Management Engineering of Politecnico di Milano</td>
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<tr>
<td><strong>Background and objectives of the good practice, target groups</strong></td>
<td>The project wants to investigate how much families of primary and secondary school children know about the educational value of sport their kids are practicing and how much they want to support and motivate their children in continuing their sport activity.</td>
</tr>
<tr>
<td></td>
<td><strong>Target groups:</strong> Families of children aged 6-13 doing sports activities</td>
</tr>
<tr>
<td><strong>Main activities, results and gained experience</strong></td>
<td>Activities &amp; Results:</td>
</tr>
<tr>
<td></td>
<td>1. A Scientific research, organized by the Department of Psychology, University of Turin. The research has been carried out in pilot classes (about 300 students) with the administration of questionnaires.</td>
</tr>
<tr>
<td></td>
<td>2. Realization of a brochure entitled &quot;Sport? Yes, thank you! &quot;, based on the latest scientific researches dealing with the central role of sport as a promoter of the positive development of young people. The brochure offers guidelines for parents in order to provide them with useful tools for understanding, support and motivate adequately their children not only in the sport, but also in continuing the sport activity over the years trying to prevent the &quot;drop out&quot; phenomenon that often occurs with the beginning of secondary school. The brochure has been distributed for free in the schools of Monza and Brianza.</td>
</tr>
<tr>
<td></td>
<td>3. The creation of a dedicated website <a href="http://www.sportsigrazie.it">www.sportsigrazie.it</a> that will report detailed information on the topics covered by the research and by the brochure and interactive areas for visitor participation.</td>
</tr>
<tr>
<td></td>
<td>4. Organisation of a conference to present the project results.</td>
</tr>
</tbody>
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This project represents a rare example of cooperation between sports organisations and universities to allow the dissemination of science-based educational content and educational values of sport to one of the most sensitive sections of the population, such as that of children and adolescents.

**Period of realization**

From October 2015 to December 2016

**Contact details (address, email, website)**

Consorzio Vero Volley  
c/o Palazzetto dello Sport, via G.B. Stucchi – 20900 Monza  
Tel. +39-039 2311113  
Email: info@verovolley.com
| **Name of good practice** |  
| On the initiative of the European Commission – European Sports Week in Latvia |
| **Type of the good practice (program, project, activity, forum, events, etc.)** |  
| Sporting events and activities throughout Latvia |
| **Name and place (country, city/town) of the institution that implements the good practice.** |  
| Council of Latvian Sports Federations in cooperation with local government, sports clubs and non-government organizations. |
| **Background and objectives of the good practice, target groups** |  
| Residents of Latvia |
| **Main activities, results and gained experience** |  
| During European Sports Week, 185,024 people from throughout Latvia got involved in more than 600 events, and played sport together for 325,037 hours. European Sports Week was opened on 17th September with a 12-hour floorball marathon next to the Freedom Monument, attracting 249 participants and more than 10,000 viewers.

Large scale events took place throughout Latvia all week. For example, in Rīga, the “Night Swim” took place at the Kipsala Swimming Pool, and the Smiltene stage of the “Cup of Hope” children’s cycling competition at Smiltene, where the #BeActive children’s tour was part of it. Whereas, the #BeActive children’s run took place as part of the Valmiera marathon.

A variety of orientation competitions, for all age groups, regardless of previous orientation experience took place as part of Sports week in Rīga and regionally. Very diverse sporting activities were held throughout Latvia in collaboration with local councils, Olympic centres, schools, and fitness clubs – running, Nordic walking, gymnastics, swimming, hiking, football, volleyball, Frisbee and other team sports, demonstrations of different styles of combat, open training, cycling competitions and many other diverse events.

European Sports Week finished on 23rd September at the “Olympic Day 2016” event organized by the Latvian Olympic Committee.

In total, more than 600 different Sports week events took place in 100 Latvian council areas from 17th to 23rd September. |
| **Period of realization** |  
| 17th – 23rd September 2016 |
| **Contact details (address, email, website)** |  
| [http://beactivelatvia.lv](http://beactivelatvia.lv) |
### Responsible person

The Council of Latvian Sports Federations (CLSP) is an independent association recognized in the Republic of Latvia, and comprises of 88 federations in the field of sports, representing and implementing their joint interests.

### Photos

http://beactivelatvia.lv/#gallery
<table>
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<tr>
<th><strong>Name of good practice</strong></th>
<th>Panhellenic School Sports Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of the good practice (program, project, activity, forum, events, etc.)</strong></td>
<td>Sporting activities depending on the age of pupils and school infrastructure</td>
</tr>
<tr>
<td><strong>Name and place (country, city/town) of the institution that implements the good practice.</strong></td>
<td>Ministry of National Education and Religious Affairs. Athens</td>
</tr>
<tr>
<td><strong>Background and objectives of the good practice, target groups</strong></td>
<td>The promotion of values, attitudes and skills (such as social cohesion, integration, solidarity, tolerance, fair play etc.), altogether leading to the creation of active democratic citizen. Target groups: Pupils from all education levels</td>
</tr>
</tbody>
</table>
| **Main activities, results and gained experience** | Sporting activities, motor activities, games, dance, sports etc, enriched associated with (or all of) the following:  
- Film Screenings related topics and interactive legal debate -reflection.  
- Processing and discussion on the notions of violence, racism, social exclusion etc. through short texts, titles sport newspapers biographies of athletes etc.  
- Art - music creation with related topics (eg creating posters, banners, collage etc.)  
All the elements of this project could be transferred to other Institutions and countries. |
| **Period of realization** | The first Monday of October of each school year |
| **Photos** |
THE PANHELLENIC SCHOOL SPORTS DAY
MULTIMEDIA

Country: GREECE
Published on: 11/5/2012
Short description: Video created by a team against racism from the 1st junior high schools of Siteia to raise awareness on difference and discrimination.
Responsible teacher: Mrs Effie Perakaki

Link of good practice: [https://www.youtube.com/watch?v=5tD4-JUUd5I&feature=youtu.be](https://www.youtube.com/watch?v=5tD4-JUUd5I&feature=youtu.be)
Country: GREECE
Published on: 3/12/2013
Short description: This short film was created in the frame of a school sensitization programme for children and teachers on difference, prompted by the World Day for the Disabled, in the 2nd Primary School of Komotini.

Countries: Italy, Spain, Iran, China, Czech Republic and Belgium
Short description: Images and Olympic Values - Wotelevisorerldwide promotion of the Olympism through the projection of the high quality Olympic Images from the IOC Archive put at disposition by FICTS through the International Circuit “World FICTS Challenge”. Based on the profitable relationship with the IOC Foundation for Culture and Olympic Heritage, and in range of the proposals for the “Olympic Agenda 2020” of the International Olympic Committee (IOC), the Federation Internationale Cinema Television Sportifs (FICTS) studied a Project to spread the Olympic values through the audiovisual Olympic contents from the IOC Archive.

THE VALUES OF THE PROJECT

The Project elaborated by Federation Internationale Cinema Television Sportifs (FICTS) represents a chance to spread the educative and formative Values of the Olympic and Paralympic Movement through images, involving youth and all the worldwide population. This action could be part of the IOC’s global strategy to maintain world society’s interest in sport, encouraging to practice physical activity and promoting Olympism.
Title: “Exercise with me”

Link of good practice:

https://www.youtube.com/watch?v=5x624BFVqoU
https://www.youtube.com/watch?v=IoIzsQc49o
https://www.youtube.com/watch?v=YE8mj9Ma7U
https://www.youtube.com/watch?v=QFBdAsHldHU
https://www.youtube.com/watch?v=Nv5M4Cy-84
https://www.youtube.com/watch?v=L1jDQjG8ck
https://www.youtube.com/watch?v=gAamt6yxZcU

Country: Latvia
Published on: 2012

Short description: The material is meant for the parents of pre-school and primary school children and their teachers, to encourage an understanding of the importance of physical exercise in the development of correct posture and to provide practical advice for undertaking physical activity together with a child, both inside and outside. This methodical material is suggested for use with the “Exercise with Me” video-materials in digital format for pre-schools and primary schools.

Link of good practice: http://smart-ms.ro/ro/ses-uri/

Country: ROMANIA
Published on: 2016

Short description: promoting sports events with impact on society
7. DISCUSSION

National overview of the status regarding sports

From the information provided by the partners, it seems that there is no homogeneity in the national structures for administration of sports and the sports systems in place. Most of the countries have a centralized system for the management of sports in the national level, regarding policy and the promotion and implementation of such policies, involving, mostly a Ministry (Romania, Bulgaria) or a Secretariat within another Ministry (Greece, Latvia). Exception to that is Italy, where the state has a mostly regulatory role and, as far as policy-making is concerned, the National Olympic Committee (CONI) is the National Governing Body for Sport, playing the role of the ministry for Sports and the confederation of the National Sport Federations (NSF).

The promotion and implementation of sports policy is, broadly speaking, decentralized in all countries studied, with regions and municipalities bearing most of the responsibility, either acting as sports providers (Greece, Italy, Romania) or sports regulators, such as federations (Latvia). As far as National Sports Federations are concerned, all countries have many federations, with an emphasis on Olympic Sports. National Federations are either public non-governmental bodies or private bodies with public relevance, under the direct or indirect jurisdiction of the national body responsible for sports, i.e. the relevant sports Ministry or Secretariat, or, in the case of Italy, CONI.

Demographically speaking, the target areas that the project will be implemented vary significantly in terms of population, from 22,860 people living in the Jelgava District, Latvia to 105,450 living in Nikaia, Athens, Greece (out of total 3,827,624 residents of Athens) and to 362,142 in Iasio, Romania. Sports participation in an organized manner, expressed as numbers of sports clubs also varies, from 380 in Latvia to 73,000 in Italy; bearing in mind the population differences, the number of sports clubs per 1000 residents ranges from 0.19 (Latvia) to 1.36 (Italy). The champion of sports clubs in all countries is football, as expected, followed by basketball, and other team sports, such as volleyball and handball.

Actual sports participation of the general population, expressed in persons involved in sports, is a difficult figure to describe and there is a danger of under- or over-reporting, depending on the data that are at hand. The data must be the product of in depth statistical survey, in order to make useable comparisons and to draw trustworthy conclusions. However, in most cases there are differences in the characteristics of available data, such as the nature of activities the persons are involved in, e.g. amateur, organized, recreational, recurring, etc. This may be the cause of the vast differences we see in partner countries (for example Italy reports that 40% of the population in the target area of the project, Alessandria, is active in...
sports, whereas in Latvia, 41,044 persons out of a population of 1,968,957 were involved in sports in 2015-2016, which is 0,02% participation).

The available Physical Education courses by Higher Education Institutions in all partner countries show that there is more than adequate availability of Bachelor’s Degrees in Sports Science; a degree of this level is the basic requirement to become a Physical Education teacher in all countries in order to teach in schools. Furthermore, there are available master’s degrees as well as PhD’s in the field of sport science in all countries. Some countries (Latvia, Bulgaria) have a National Academy for Sports, in charge of the education on sports in the country, giving a different approach to sports education in these countries.

As for coaching schools or vocational training in sports, there are very few differences between the countries about the process of recognition of qualifications. In most countries there are public (Greece, Romania, Latvia, Bulgaria) coaching schools, either with a National or a local/regional training framework, leading to formal coaching qualifications, allowing the person(s) obtaining them to work as coaches for sports clubs, sports training centres, etc. Only exception is Italy, where such a qualification framework does not exist.

Given the nature of Sports for All, which aims at the improvement of people's health and quality of life, their promotion in all countries is appointed to the State, which is often delegated to one or more federations (Italy, Latvia, Romania) or an organization (Bulgaria) or a Ministry department (Greece), dedicated to promotional activities, organization, implementation, and funding of sports for all programs, often by other entities such as public or private sports clubs.

As far as sports in school education is concerned, we seem to have a rather homogeneous image, with an average of 2 hours per week for physical education in all classes and levels of education, ranging from 1-3 hours, depending on the level. Sport-specific education, however, is often considered an extracurricular activity, nonetheless with the support and encouragement of the schools, especially in older ages and higher secondary levels of education. In Romania, however, specific sports are taught in all levels of education. In the other countries, usually, the promotion of specific sports is done through the organization of inter-school championships, mainly in popular sports, such as football, volleyball, and basketball.

Identification of the current status of awareness raising about sports ethics

Throughout all project partner countries, several courses about the Olympic ideals, fairplay, and ethics in sports are offered to prospective Physical Education and Sports Teachers by Higher Education Institutions, some in Bachelor’s Degrees levels and others in Master’s degrees or even PhDs.

Olympic-themed or ethics-centered topics are covered in lower education levels also, such as primary schools or secondary education, but usually on a non-recurring basis; for example within the frameworks of projects or short-term educational
programs. Romania has a more permanent approach in this field, with a variety of Olympic and fairplay-based activities offered to children of primary and middle school.

As an additional subject of vocational training in the form of seminars, sports ethics and Olympic ideals are usually offered either by the State (Greece), as part of the standard supporting programs extended to the PE teachers, by the Higher Education Institutes offering the standard degrees for Sports Science as a means of further education (Romania, Latvia), or by local municipalities and initiatives (Italy) with an aim to raise awareness.

**Needs for education**

Through this report is recognised the importance of sports not just as a recreational activity, but also as a physical activity with which comes knowledge and insight centred on principles and concepts such as ‘rules of the game’, fair play and respect.

According to modern and progressive educators, sport is used as a pedagogical value and treatment. Sport is not just a game or a purely physical activity, but a lifestyle and a philosophy. The prospects of sport go far beyond competitive racing action. They have as their object the man himself. It is a philosophy of life that elevates and combines them into a balanced whole the qualities of body, will and spirit.

The value of physical education and sport has been expressed in various documents by the European Commission. In its White Paper on Sport (European Commission, 2007a), the Commission pointed out that time spent in sports, whether in school physical education lessons or extracurricular activities, could result in substantial health and education benefits.

In this report that has been conducted by the partners of the FAIRHAP project, it has been shown that sport and physical activity, by providing the opportunity of assuming various roles, of acquiring new social skills (tolerance, respect towards the others), of adjusting to the team’s goal (through co-operation, cohesion) and of becoming active through the performances of the others, engulf a notion of fair play that is vital to education and socialization.

The standards presented to children in our times, show the easy and indefatigable way to acquire goods and a fake temporary recognition. Moreover, phenomena like racism, aggression, violence, social inequalities and social exclusion, etc. are reported in all countries participating in this project.

All countries participating in this project state that it is more vital than ever to educate children basic human values, to cultivate their creative and critical thinking and to develop a spirit of friendship, cooperation, and membership. Sports provide an excellent opportunity for that, due to the fact that children regardless of age learn more easily through play, through practical ways, through sports.
The practice of sport should be carried out in perfect harmony with the principles of fair play and Olympic values. Sports educators need to help children to see the world in a different way, see each other in a different way, think in a different way and change behaviours so that they act in a different way.

The rapid changes and increased complexity of today’s world present new challenges to teachers. The world constantly changes and so do children’s needs and demands. Teachers have to follow and be part of those changes if they want to reach children, inspire them and educate them in the best possible way.

For that reason the second outcome of Activity 2 should be a field survey, which is going to identify the level of awareness about the principles of the FAIRHAP project of sports teachers and coaches. Also this survey will seek to examine teachers’ approaches and the methodology that they use in order to engage children in sports with more ethical ways, such as sportsmanship, fair play, social and moral values and presenting them with an alternative version to the competitive sports-oriented model that is dominant not only in sports today but also in everyday life.
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