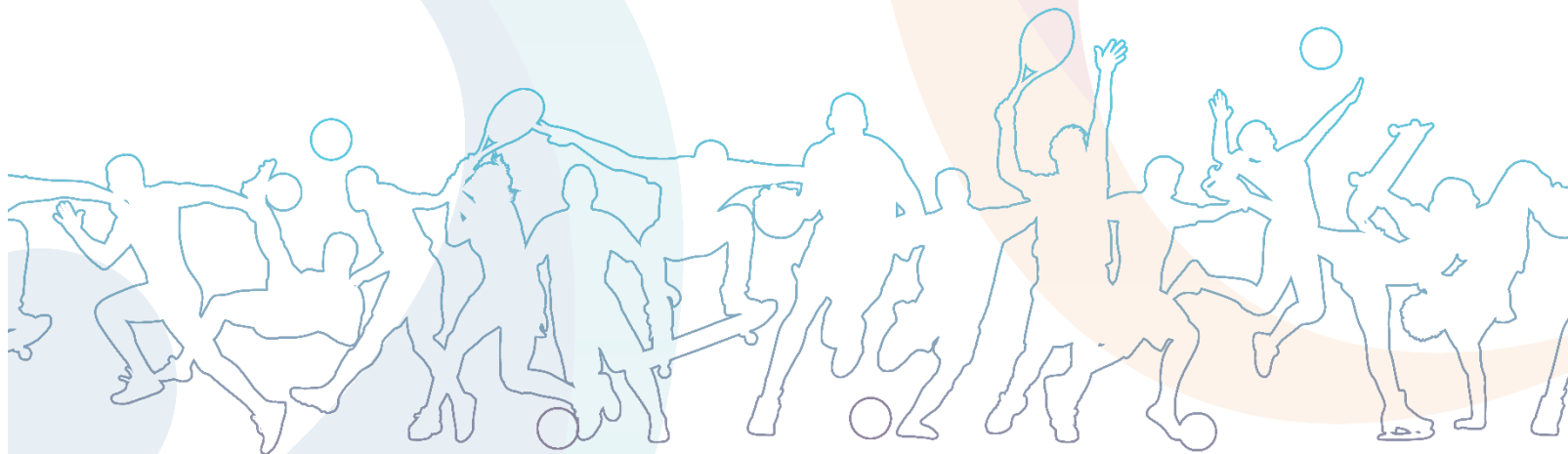


Sport For Community Development

Collection of Good Practices



The project

SPORT FOR COMMUNITY DEVELOPMENT

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http://sport4cd.eu/en_US/

Organizations

People University of Sport, Rome, Italy (Coordinator);

Dacorum Council For Voluntary Service, United Kingdom

Associação Recreativa Cultural E Social De Silveirinhos, Portugal

Association Of Citizen Work In Progress – Radovi U Toku, Serbia

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Fundação INATEL, CM Gondomar, CM Porto, AquaPorto - Portugal

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1. Introduction



The Sport for Community Development Project

The Sport for Community Development is a project founded by the Erasmus Sport Programme; the coordinator of this project is the People University of Sport, Rome, Italy, and the partners are Dacorum Council For Voluntary Service, United Kingdom, Associação Recreativa Cultural E Social De Silveirinhos, Portugal, Association Of Citizen Work In Progress – Radovi U Toku, Serbia.

The project intends to develop the theme of community development through sports. Sport and sports-related activities are, in fact, an element that can help with community development, when:

they focus on the entertainment in playing and in meeting others instead of simple, pure competition;

there's a choice of multiple sport disciplines and motor activities that can involve the largest possible number of people, intercepting different interests, generations and social classes;

sports might become community development when they provide opportunities to facilitate processes of change and elaboration that are real and effective.

Our project aims to create an original methodology that combines sports and an approach to community development, in order to allow operators and volunteers to become development facilitators in communities, throughout sports.

Sport can be a strong factor in the development of social cohesion

The aspects that are the basis for sport's potential are different:

- Through sport you can develop and express sociability, sharing between people of different ages and backgrounds, thanks to the playful dimension, and to the pleasure, sociability that is increasingly difficult in today's world, characterized by social fragmentation, isolation, by individualism
- Through non-verbal communication that is created by the sport, overcoming language barriers, it is possible to establish relationships between people from different cultures and social backgrounds

- Some sports and physical activities, such as outdoor sports, allow you to relate more fully to the natural environment, and in general to bring to life living environments, such as apartment buildings, neighbourhoods, creating opportunities for interaction and sharing for residents

But the potential of sport is often not fully used, especially because sports operators often lack both the full knowledge of this, and the knowledge and skills necessary to make sports an opportunity for social cohesion.

The community represents a very important aspect – we might even say fundamental – of living together in a society. It becomes more and more important as other social structures become weaker. This kind of sociality is today in great danger because of changes in society.

Within this context the project intends to develop the theme of community development through sports. Sport and sports-related activities are, in fact, an element that can help with community development, when:

- they focus on the entertainment in playing and in meeting others instead of simple, pure competition;
- there's a choice of multiple sport disciplines and motor activities that can involve the largest possible number of people, involving different interests, generations and social classes;
- sports might become community development when they provide opportunities to facilitate processes of change that are real and effective.

Our project aims to create an original methodology that combines sports and an approach to community development, producing a didactic module that might allow operators and volunteers to become development facilitators in communities, through sports.

The community development that we wish to promote will focus on the abilities within the community to self-organize sports practices, with the aim of favouring inclusion and intercultural exchange, equal opportunities, and the members' psychophysical well-being.

2. Scientific Framework



What is a good practice in Sport CD?

A good practice is a process or methodology that is ethical, fair, and replicable, has been shown to work well, succeeds in achieving its objective(s), and therefore can be recommended as a model.

The essence of identifying and sharing good practices is to learn from others and to encourage the application of knowledge and experience to new situations.

A good practice need not be viewed as prescriptive, but can be adapted to meet new challenges, becoming better as improvements are discovered.

In our project we believe that innovative approaches are very important for what concern Sport And Community Development, in order to address some key issues like: addressing community target groups' needs; use of participatory approaches and methodologies; develop new or improved processes of recognition and validation of competences; ensure a greater effectiveness of activities for the benefit of local communities; use new or improved practices to cater for the needs of disadvantaged groups and to deal with differences in learning outcomes linked to the geographical and socio-economic disparities; use new approaches to address social, ethnic, linguistic and cultural diversity.

The research conducted in the Sport CD project led us to identify some characterizing elements, also in comparison with the initial hypotheses from which this project started. Here below you can find some of these key aspects, which you can also find at the end of this research, as well as in the handbook and training module produced by the project.

Sport 4 CD good practices evidences

- Practices and sports activities respond to the needs, expectations, and desires of those to whom they are addressed. This means that an important part of the preparation of these activities will also be dedicated to understanding the needs and aspirations of these people. We will be able to identify a "main target", but also other secondary targets.
- Together with sporting activities it is important that complementary activities are organized, aimed at encouraging the integration of all the community components, with a particular focus on the disadvantages groups, migrants or people from other cultures in general, in order to promote intercultural dialogue within the community.

- Its also important to activate group members, people who are capable of animating and organizing sporting activities and therefore help us with the development of the social fabric and of the territory itself.
- For each of our good practices we have leaders, volunteers and trainers, and all of them must go through a process of formation and training so they can acquire skills and competences.
- And finally, one of the keys to all these is the communication, both within the community and outside, because of the importance of sharing visions and objectives that we want to cultivate. You will need to consider how to communicate the sports activities to involve the wider community.
- The practices that use sport for community development have different educational goals:
 - develop a sense of belonging to the community;
 - cultivating the well-being of the community;
 - to develop community skills;
 - to develop participation and active engagement.
- The practical aspects of arranging sporting activities – timetables, venues, accessibility and costs – should take into account the needs of participants.
- Networking is very important, in order to establish a cooperation among the different realities that are part of a territory or a community in general. Create a list of stakeholders such as community leaders, experts, other organizations and public administrators, and start a process of getting to know them, so they will be aware of and understand about your aims and actions.

3. Good Practices



The partners of the project, Italy, Portugal, England and Serbia jointly created a template to identify and apply to the different stakeholders, representatives of sports or sports activities identified as good practice.

We present below the good practices presented by the project partners:

- Italy – SAVE; Baghdad Marathon SportCD
- Portugal – Jogos Tradicionais; Korfbal
- England (UK) - Gaddesde Place; Riding for the Disabled; Inclusive Football Day; Women Only Aqua-Aerobic
- Serbia - Football Inclusive Game (2009); Know yourself on the Bike; Fostering people and communities

3.1 Good Practices Serbia



BEST PRACTICE N. 1 - Football Inclusive Game (2009)

GENERAL DATA

Good practice title: Football Inclusive Game (2009)

Organization doing the research: Citizens' Association Radovi U Toku

Good practice theme: Sport as an inclusive tool that involved Refs, Roma people, Youth with Down syndrome and children/youth in general

Organisation responsible for the good practice: FC Indeks (together with RUT).

Short description: The FC Indeks is a football club based in the city of Novi Sad, working in the Province of Vojvodina

Person/s interviewed, and role in the organization: Stojan Valan, trainer

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):

The project was carried out in two weeks time and involved several football club as well as children not belonging to the club, groups of participants were divided according to children's age

Duration and structure of the activity (duration in hours, and how the activity is articulated):

2 week ends

2 sessions per day (two groups divided according to age target), 4 days in total.

Period (when was realized? do it still exist?):

Starting from autumn 2009: It took/takes place in October

Beneficiaries (what kind of participants? what age?)

Children involved were/are children/youth from 5 to 17.

Young people with Downs syndrome were from 17 to 35 years old

Is the activity devoted to everybody?

Activities are open to everybody, a part from children/youth taking part into the activities, activities are planned and created with the contribution of parents (if/when possible).

Many of the parents involved are refugees who are integrated in the new environment. Some of the activities are planned together with other actors present in the local environment (NGOs, elementary schools).

Does the activity regard a group or the individual? (or a mix?).

The activities regards groups of children/youth of about 20 children, activities organized in schools involved/involves nearly 60 students (these activities were/are carried out by RUT).

If it regards a group, how many people? Starting from 2009, every year the activities involved about 230 children/youth.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?

230 children/youth every year. From the beginning activities have involved about 1.840 children/youth of direct beneficiaries.

Staff: What is the staff composition, Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?

Depending on the number of activities, 6 qualified coaches, 1 teacher, 5 volunteers/educators.

All people involved are qualified people, all finished university.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?)

The Football Club Indeks works in the city of Novi Sad, is a well-known football Club which also works on the social aspect of football. The activities carried out from October 2009 are characterized by a network of actors involved which are NGOs, schools, local and provincial authorities, media. In 2016 in the activities were integrated with an NGO from Belgrade and a Roma football club as well as from Belgrade. Networking activities developed involved football clubs from Croatia.

In this way, it is possible to operate in different fields, children/youth lifestyle, health, inclusion and active participation.

Educational objectives: Through the activities, all the actors involved, aim at developing inclusive pathways that will contribute, it is envisaged, to favour the flourishing of a positive atmosphere where inclusion can take place. It is very important the active involvement of parents, children because their advice and

contributions are a strong base of the activities that are going to be implemented. The activities organized use the non-material resources of people involved (i.e. experience, know-how).

Story of the practice (how has been created).

The practice was created in 2009, thanks to the stimulus of a local NGO, the football club decided to become involved in an activity that used football as inclusive tool.

Method and technics

How the activity is articulated? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Techniques or procedures adopted
Organisation	The activity takes place in October, schools open 1 st September, therefore there is enough time to keep contacts with schools and involve them. Every stakeholder involved develops the sector of activities considering the other already defined.
Promotion	Promotion goes together with visibility, it is defined who will involve other football clubs, schools, NGOs, authorities and media. The promotion is also done through social media.
Organise participations and run the activity	Every actor involved defines, and has previously informed the other actors (meetings among the actors involved are set to define tools to foster the participation and to increase participation. Starting from September meetings also involving parents are organized.

Do the methods or techniques belong to an already recognised approach?

The methods and techniques used were already implemented, they are based on the development of grassroots activities.

Are the methods or techniques innovative? if yes, please explain how.

The methods and techniques are not innovative even if in Serbia it is not common also to involve parents discussing, and creating, activities together. It is also done to empower people and to increase the participation.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
A) Emerging and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Does the experience described here support the development and enhancement of any community's resource? 	The activity enhanced people taking part in it. It also enhanced the feeling of belonging to a community which works together for a common aim.
<ul style="list-style-type: none"> What community resources related to sports and physical activities are enhanced thanks to the project-activities? 	The goal of the activities implemented was/is to favour the flourishing of a positive atmosphere that welcomes people; Roma children/youth are very often discriminated, people with Down syndrome are invisible since they are often segregated in institutions or at home). Thanks to the activities implemented people are used to the participation of people with disabilities and/or Roma.
<ul style="list-style-type: none"> What are the territory's resources that the project-activity have enhanced? 	Territory resources that have been enhanced are those of people that have fostered their capacity to welcome everybody. Furthermore people seems to be more willing to participate.
<ul style="list-style-type: none"> Which are the resources that should be developed? 	Educational resources should be developed, which are needed to work in schools giving voice to the young generations.
B) Active involvement of the citizens in promoting the community's well-being throughout sports:	
<ul style="list-style-type: none"> To what extent has this experience/project, 	Every year the involvement of people grew, sport,

<p>sports and physical activity become an element of involvement the community members, ensuring their active participation?</p>	<p>and in particular football, is a proper tool that facilitates the participation of children/youth/parents/teachers and social workers.</p>
<ul style="list-style-type: none"> Did the project support the development of the community's needs and desires in relation to sports? 	<p>In Serbia, since the economic situation of people is critical there is the need to be part of something that is going on. In Serbia sport activities are well organized and are popular especially some sports such as football, basket, volley ball, water polo, tennis. Children/young people, especially in urban areas, are involved in sport. There is a need to organize partnerships at international level. Children/young people rarely have the possibility to go to other countries.</p>
<p><i>C) How can sport help develop community's skills:</i></p>	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	<p>We believe that through the activities undertaken, the people involved had the possibility to learn, to upgrade their capabilities and knowledge.</p>

Impact

What are the benefits of this specific sporting practice on communities?

(in terms of development, social inclusion, skills learning, physical benefits, etc.)

For the participants: learning basic football skills also improved social relationships; children learn the rules and playing rules are respected. Football players are considered according to their capabilities and skills not because of belonging to an ethnic group.

For the community: there was the possibility to meet children who are often victims of stereotypes and the activities organized gave the possibility to see children from a different point of view.

What are the benefits of this specific sporting practice on individuals?

Participation in sports by children/adolescents brings benefits that can last into adulthood. Practicing sports encourages individuals to stay active and healthy, as well as develop communication skills and build self-confidence.

What are the benefits of this specific sporting practice on families?

The Football Club Indeks pays particular attention to involving parents in the educative and development pathways of children/youth. Parents are involved in meetings. Parents pay more attention to the benefits of active life and healthy lifestyle. People seem to be more able to welcome diversity.

What are the benefits of the specific discipline on society?

Benefits are strictly linked with the possibility to have a society on a human scale able to welcome diversities and to facilitate the involvement of people having different abilities.

COMMENTS by the researcher

Any strength or weakness points in our opinion:

One of the weak points of the grassroots activities, are the very limited financial resources. In the past, FC Indeks invited children and young people from Kosovo and Bosnia for some youth exchanges in the field of sport but the experience could not be repeated due to the financial situation. The strong point is that families are involved in shaping the associated events.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

Nothing relevant.

ATTACHMENTS

References, as articles, links, etc.

<https://www.flickr.com/photos/127980111@N06>

Twitter: @RadoviUtoku

Website: www.radutoku.wordpress.com

Other materials:

Testimonials (i.e. interviews of participants, families, stakeholders, etc.)

BEST PRACTICES N. 2 – Know Yourself on the Bike

GENERAL DATA

Good practice title:

Know yourself on the Bike

Organization doing the research:

Citizens' association Radovi U Toku, Novi Sad, Serbia.

Good practice theme:

Fostering social cohesion and communities.

Organization responsible for the good practice:

Cycling club Doubl

Short description:

The event organized involved members' community(ies) from the shaping of the tours to the gathering of results. People are involved in the whole process through collaboration and a sharing approach people. The bike tour was the result of understanding and fulfilling needs, of fostering social cohesion and participation.

Person/s interviewed, and role in the organisation:

Mrs. Jadranka Bjelica, director.

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):

Event – *Meet yourself on a bike*

Duration and structure of the activity (duration in hours, and how the activity is articulated):

As a result of the workshops, which involved children/young people and adults, the association DOUBL organized a bike tour of 9 days, covering 478 km. The group taking part in the tour was formed of about 20 people that biked through Serbia and got know of the potentialfor tourism , the culture and of history.

Period (when was realized? does it still exist?):

July 2017

Beneficiaries (what kind of participants? what age?)

Participants are those who are willing to take part in the activity proposed.

Is the activity available for everybody?

Yes, the activity is available for everybody

Is the activity suitable for a group or the individual? (or a mix?). If a group, how many people?

The group was about 20 riders. It is the first community that meets other communities by bike.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?

In the above-mentioned activity about 20 riders were involved, which is the number we involve in every tour. 20 people are the direct participants, but the number of indirect beneficiaries is about 1.000.000

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualifications)

All people taking part are qualified. A project team, a technician/logistician, an administrator, a cyclist team leader, a tourist guide and 1 animator of the local environment, 3 volunteers.

How many staff members?

N. 3

CONTENT OF THE ACTIVITY**Vision (what is your "dream", your main and general purpose?)**

We strongly promote healthy, sustainable communities by making cycling safe, fun and accessible. Cycling is a mainstream, comfortable and safe choice for people of all cultures, ages, abilities, sex, sex orientation and backgrounds. We promote cycling as a way to improve health, economic vitality and happiness of our communities.

Our strategic goals are **ADVOCACY** – The overarching goal is to Increase the number and the level of diversity of people biking. **EDUCATION** The overarching goal is to overcome barriers to cycling via programs education all road users. **COMMUNITY ENGAGEMENT** The overarching goal is to build strong and collaborative relationships with representation from all communities. **EDUCATIONAL OBJECTIVES** Overcome barriers to develop cycling via programs educating all road users.

Educational objectives:

This tour is the follow up of bike tours, as well as other activities we previously organized. Since we are very close to the community, we are aware of needs, we define the tours with members and we prepare all the logistics also having an open communication with majors, authorities, NGOs and possible supporters/donors. We always try to involve local actors to give local human resources the possibility to put into practice their knowledge and know-how.

Story of the practice (how has been created):

This tour is the follow up of bike tours, as well as other activities we previously organized. Since we are very close to the community, we are aware of needs, we define the tours with members and we prepare all the logistics also having an open communication with majors, authorities, NGOs and possible supporters/donors. We always try to involve local actors to give local human resources the possibility to put into practice their knowledge and know-how.

Method and technics

How is the activity articulated? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Techniques or procedures adopted
Preparation	Gathering members' and people's advice, evaluating, proposing and discussing the bike route
Realization	Informing (contacting all the interested actors) signing agreements, open the communication with participants, dissemination through social media, registration and implementation.
Follow up	Meetings with participants to gather the impressions, negative/positive feedbacks and sowing the seeds of the following activity.

Do the methods or techniques belong to an already codified approach?

Methods and techniques are largely used, particularly to foster the participatory approach.

Are the methods or techniques innovative? if yes, please explain how

The methods used were also largely used in Milosevic's period in order to foster citizens' participation.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Impact

The activity had a strong impact on all the communities involved.

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

There are several benefits to this specific sporting practice on communities because this sport fosters social cohesion among participants and develops pathways of mutual support and mutual learning. There are multiple physical benefits.

What are the benefits of this specific sporting practice on individuals?

Tackling isolation and fostering mutual help/learning.

What are the benefits of this specific sporting practice on families?

People escape from isolation or create additional meetings involving also families which benefit from new contacts (socialization), events that bring together families is also beneficial to all the families/communities.

What are the benefits of the specific discipline on society?

Being together contributes to fostering diversity and the society benefits from the decrease in violence due to being different. Social cohesion means that people feel part of something and normally these people are more sensitive towards each other.

COMMENTS by the researcher**Any strength or weakness points in our opinion:**

The strengths are, without doubt, linked to the flourishing of mutual help/learning that helps in overcoming barriers and tackling isolation. Weak points are that, very often, the participation is stronger during the preparation of the activities or when activities are on. There is the lack of a meeting point where people could meet when there are no activities.

Relevant aspects that emerged during the interview (any obstacle, discovering, learnings, etc.)

Lack of a meeting point.

ATTACHMENTS

References, as articles, links, etc.

www.cycling.rs

FB www.facebook.com/groups/137637750931132/

BEST PRACTICES N. 3 – Fostering people and communities

GENERAL DATA

Good practice title: *.Fostering people and communities*

Organization doing the research: .Radovi U Toku

Good practice theme: Fostering communities' members to foster communities

Organization responsible for the good practice: Trainer Andrija Geric

Short description (max 1000 characters): RUT has decided to include this experience as part of the good practices that exists in Serbia because it is a pilot activity that mixes different methodologies with a new approach. Furthermore the training is carried out by Andrija Geric, Serbian volleyball player who represents a good example in the Serbian (and not only) society. It is the investment in by the participant himself/herself that gives good results.

Person/s interviewed, and role in the organization: Andrija Geric, former volleyball player, coach/trainer

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):

All the events, trainings that were carried out in the past were formalized in 2017. They were arranged, in the past, within volleyball clubs.

Duration and structure of the activity (duration in hours, and how the activity is articulated):

duration: 2x 3h. Workshop

Period (when was realized? do it still exist?):

Workshops/training are still ongoing; the recent ones are those organized 22.04.2017 and.13.05.2017.

Beneficiaries (what kind of participants? what age?)

Students (16-23 years)

Is the activity available to everybody?

Yes, the activity is available to everybody

Does the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people?

The group was about 20 people

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?

In the recent training/workshops two groups of 20 people took part. It is not possible to define the number of people that took part in the activities including those organized in collaboration with clubs

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualifications)

Teachers/trainers/coaches and instructors (both psychologists). All involved have a university level of education or are attending the university.

How many staff members?

2 + Volunteers (not always the same ones).

CONTENT OF THE ACTIVITY**Vision (what is your "dream", your main and general purpose?)****Educational objectives:**

Teaching young people how to control the level of self-confidence in sport activities and in exams in schools (especially during tests and exams where the "pressure" is high) is very important because it means learning to *control* reactions. The results are that people will be able to exert control of his/her own self not only in the field of sport but in every area of life. Sport is a proper tool to develop communities and to favour inclusive approaches.

Educational objectives: to teach athletes how to improve their confidence in sport activities, in oral/written exams and in life.

Story of the practice (how has been created): In Serbia, apart from the professional level of sport, it is not usual to use the experiences of professional athletes, connecting them with psychological techniques and methodologies. It is needed to go over the sectoral approach, all the sectors are linked

together and it is needed to apply a more global approach. Some of the trainers involved are, or were, professional athletes who when playing abroad, were involved in something similar, which is now proposed at local level, and with the necessary adjustments.

It is believed that when working to apply best practices with young people, different fields should be linked together not only to foster players but also to help them to better shape their character and personality.

Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Techniques or procedures adopted
Mental warm-up	Visualization of the event with high “pressure” inside. Step-by-step way of thinking in order to raise confidence levels
Playing volleyball	Using a new way of thinking in real situations

Do the methods or techniques belong to an already codified approach?

No, they do not belong to an existing codified approach (at least in Serbia).

Are the methods or techniques innovative? if yes, please explain how

Yes. The methods used are, at least in Serbia, innovative because they have a wider approach than those generally used.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
A) Emerging and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Does the experience described here support the development and enhancement of any community's resource? 	The required resource is the link with the territorial environment and all the actors present in the given territory.

<ul style="list-style-type: none"> • What community resources related to sports and physical activities are enhanced thanks to the project-activities? 	The cooperation with staff and coaches of the local volleyball club fostered the results achieved and those that will be achieved.
<ul style="list-style-type: none"> • What are the territory's resources that the project-activity have enhanced? 	The strong relationships with clubs, and their active involvement represent the base also to check results in a short/medium and long term. It is possible to constantly monitor changes reached by people who took part in the training/workshops.
<ul style="list-style-type: none"> • Which are the resources that should be developed? 	The network needs to be developed at all levels. The network, with institutions, local authorities and other relevant actors, brings the needs of citizens to the table
<i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i>	
<ul style="list-style-type: none"> • To what extent did this experience/project, sports and physical activity become an element of involvement for community members, ensuring their active participation? 	It is hard to say but considering the path developed till today and, above all, the personal experience of trainers, transferred to other trainers, it influences the communities which are directly, or indirectly, involved.
<ul style="list-style-type: none"> • Did the project support the development of the community's needs and desires in relation to sports? 	The project is based on the community needs identified.
<i>C) How can sports help develop community's skills:</i>	
<ul style="list-style-type: none"> • Did sports become a learning occasion for the community? 	Yes, sports are a learning occasion for the community where participants are involved at different levels, where communication, relationships and personal contributions are the basis to develop a team spirit.

Impact

Learning skills of a new way of thinking in order to elevate level of self-confidence in sport activities and in university context (exams, tests and social life).

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

Benefits are linked with a better relationship the participant has with his/her self, the consequences within communities and the increased capacities to face situations, in sport as well as in daily life.

What are the benefits of this specific sporting practice on individuals?

Benefits are linked with a better relationship the participant has with his/her self, the consequences within communities and the increased capacities to face situations, in sport as well as in daily life.

What are the benefits of this specific sporting practice on families?

People involved in the training have more possibilities to change his/her practices of lifestyle including eating healthily. It was detected that sometimes, not always, people practicing sport positively influence the rest of the family.

What are the benefits of the specific discipline on society?

Sport has the power of creating a profound and positive impact on individuals, communities and, wider in the society.

It is widely recognized that there are several benefits associated with taking part in sports. They are linked with physical health (sport activity reduces the risk of illnesses, cardiovascular disease and some cancers) and mental health. A person who practices sport activities is less likely to develop antisocial behaviour and crime activities> Sport fosters social cohesion and favours inclusion. Team sports in particular develop wide visions and approaches.

COMMENTS by the researcher

Any strength or weakness points in our opinion:

In Serbia, very limited financial resources, for organizations as well as citizens, present an obstacle. Nowadays people and institutions do not have an updated idea of the third sector and how it could help society in developing. The international experiences of people taking part into the activities represent a good point since people are recognized and methodologies could be updated, communities should benefit from these experiences.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

Serbia has to improve methodologies in different sectors, unfortunately the non-profit sector seems not to be prepared to face today's situations.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

ATTACHMENTS

References, as articles, links, etc.

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

Trainer – Andrija Geric, Serbian volleyball player who played on middle blocker position. Both in the club and in the national team, he wore number 12.

During his club's career he played for [OK Vojvodina](#), [Bossini Montichiari](#), [Lube Banca Marche Macerata](#) and Icom Latina from [Italy](#), [Panathinaikos VC](#) from [Greece](#) and [Fenerbahçe](#) from [Turkey](#). He won [Champions League](#), [CEV Cup](#), domestic Championships of [Serbia](#), [Italy](#) and [Turkey](#), as well as Serbian and Italian domestic Cup. Geric made a debut for the national team on July 7, 1995 in [Greece](#). In 2000 in Sydney the Yugoslav national team won the Olympic gold medal.

<http://www.andrijageric.com>

3.2 Good Practices U.K.



BEST PRACTICES N. 1 – Riding for the disabled

GENERAL DATA

Good practice title: ...Riding for the disabled.....

Organization doing the research: .Community Action Dacorum.....

Good practice theme: horseriding for disabled children and adults.....

Organization responsible for the good practice:Gaddesden Place.....

Short description (max 1000 characters): Gaddesden Place is a dedicated centre giving children and adults with special needs and disabilities the opportunity to ride horses and have fun.

Person/s interviewed, and role in the organization: Louise Lumsden, (Manager).....

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):.....Weekly training sessions in riding and horsecare.

Duration and structure of the activity (duration in hours, and how the activity is articulated): .. Gaddesden Place operates Tuesday to Saturday in term time. Half hour riding sessions, one hour horsecare sessions. In summer and other holiday times, the centre runs on Tuesday and Thursday only.

Period (when was realized? do it still exist?):established 1974.....

Beneficiaries (what kind of participants? what age?) age 4 upwards. Weight limit 10 stones.

The centre welcomes individual riders and groups from both mainstream and specialist schools, and residential care homes.

They have riders aged 4 upwards with a wide range of special needs and disabilities including:

- Cerebral Palsy
- Dyspraxia
- Autism
- Stroke (CVA)
- Downs Syndrome
- Sight and hearing impairment
- Multiple Sclerosis
- Learning Difficulties

Is the activity devoted to everybody? ..only for those with disabilities in Hertfordshire and Bedfordshire.....

Does the activity relate to a group or the individual? (or a mix?).

It can be both but individuals will be placed in a group of up to 6

If it relates to a group, how many people?

Up to 6 people per half hour session

How many participants are involved during one year in the described activity?

There are around 90 people a week; some come every week for a long period of time. No figures available per year.

and how many have been involved (more or less) since the beginning?

Not available

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?

There are three staff (all part time):

- A centre manager
- A yard manager
- A groom

They also teach.

There are 90 volunteers, who perform a variety of roles from helping with the riding and horsecare to fundraising and organizing events. There is no required qualifications for volunteers. Many are retired.

All instructors have nationally recognised qualifications as RDA coaches.

For example, the Centre Manager Louise has the following qualifications: **Msc Applied Equine Science, BHS Stage 2, UKCC Level 2, RDAGC, Level 1 Vaulting Coach**

Louise obtained her Masters degree from the Royal Agricultural College following on from her BSc (Hons) where she obtained a 2:1 in International Equine Business. She has her UKCC Level 2 in Generic Riding and has a real passion for coaching. Before joining Gaddesden Louise worked as Assistant Equine Centre Manager. She has always believed in the therapeutic benefits horses can bring and is passionate about developing her career in this field.

How many staff members?3.....

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose? max 3000 characters):

To improve the lives of as many disabled people and their parents/carers as possible, not just through the riding and horsecare but also through the social side such as team games involving horses

Educational objectives:

Gaddesden Place offers riders the opportunity to take the RDA Proficiency Tests - Grades 1-4, Bronze, Silver and Gold. These tests give participants the chance to demonstrate their skills and ability to an examiner and achieve an award with a badge and certificate upon completion. The Endeavour award is also available, which recognises progress and achievement outside of the proficiency test scheme, and also comes with a certificate and badge. These grades can increase participation and interest in activities both in the arena and beyond, as training is also given in horse knowledge and care. It allows participants the chance to set goals, have fun learning and achieve a nationally recognised grade.

The RDA/ASDAN Education project offers participants the chance to gain official recognition and accreditation for their time spent at an RDA Group. Training in areas such as grooming, horse care and riding is given, and all participants regardless of age or ability can take part - from those enjoying their sessions as a purely sensory experience, through to those who can work independently. It also offers schools the opportunity to use their riders achievements to support, enhance and help fulfil OFSTED requirements.

Riders do get the opportunity to compete if they wish, for example at the RDA Regional competition which is currently held at Oaklands college in St Albans. Qualifiers from this competition can go on to compete at the National Competition at Hartpury in Gloucestershire. They also have close links with the local Pony Club and are encouraging competitions where disabled and able bodied compete together as a team. Many Paralympic medal winners started riding at their local RDA group.

Story of the practice (how has been created):

Gaddesden Place Centre was formed in 1974 and grew rapidly to become one of the first full time centres in the region. It is located in the Gaddesden Estate, (Dacorum), owned by the Halsey family who supported the centre and undertook fundraising. As a result, they were able to build an indoor school and later the viewing area. The new facilities meant that riding would not be interrupted by the weather, especially during the winter months.

Gaddesden Place has had the continued support of the Halsey family and sponsorship for new stables from a local company, enabling the centre to resurface the riding area and keep the Group going as a full time riding for the disabled centre with volunteer management.

Method and technics

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
1	<p>There is a waiting list of between 6 months and a year. Once a place is available, applicants start by filling in an application form that asks detailed questions about the individual, their disability and medical needs. There is then a face to face assessment, where head and body control are assessed.</p> <p>Once assessments have taken place, and days/dates agreed, the rider can then join sessions. This can be done via schools as well as individually. There are typically two half-hour sessions an hour and riding takes one session; horsecare takes two.</p>

Do the methods or techniques belong to an already codified approach?

All methods are approved by the RDA (Riding for the Disabled Association) <http://www.rda.org.uk>. The RDA also provides insurance, training for staff and volunteers and guidelines for assessment.

However, the centre has complete autonomy over how they manage the riding sessions.

Are the methods or techniques innovative? if yes, please explain how .

Yes – this is a fast-developing field, and the centre is involved with the RDA in new activities such as RDA riding championships.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development
A) Emerging and enhancement of a community's resources throughout sports:

<ul style="list-style-type: none"> Does the experience here described support the emersion and enhancement of any community's resource? 	<p>Dacorum is in an area designated An Area Of Outstanding Natural Beauty with countrysde and rolling hills. The riding school is located in a historic area and uses resources which were generously funded by one family who wanted to provide faciliities for the disabled.</p>
<ul style="list-style-type: none"> What community resources related to sports and physical activities are enhanced thanks to the project-activities? 	<p>The activities use stables which are part of a historic estate. However they are not open to the public.</p>
<ul style="list-style-type: none"> What are the territory's resources that the project-activity have enhanced? 	<p>There is now an indoor arena, viewing gallery, kitchen, office, feedstall, 6 stables and grazing land.</p>
<ul style="list-style-type: none"> Which are the resources that should be developed? 	<p>There are plans to put a modern surface on the driveway to eliminate the problem of flooding.</p>
<p><i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i></p>	
<ul style="list-style-type: none"> To what extent in this experience/project, have sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	<p>The activity is increasingly recommended by occupational therapists, physical therapists and medical professionals – hence it is an important part of life for those involved.</p>
<ul style="list-style-type: none"> Did the project support the development of the community's needs and desires in relation to sports? 	<p>It meets a need for physical activities for disabled people.</p>
<p><i>C) How can sports help developing community's skills:</i></p>	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	<p>Yes – the stables have occasional Open Days when families and members of the public can visit.</p>

Impact

What are the benefit of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

The activity helps people develop confidence, and skills, in a safe environment. It even helps improve conditions like agoraphobia (an older rider who was scared to leave her home gained her confidence through horseriding at the centre.)

The activity gives disabled children a skill that is their own, and often is something that there able-bodies siblings are unable to do; this helps increase their confidence and self-esteem.

It also helps employability. One disabled young man who had ridden at the stables for several years gained enough experience to apply for, and get, a job as a groom at a commercially-run stables.

What are the benefits of this specific sporting practice on individuals?

It is something only a disabled person can do so increases their self-esteem.

The activity helps a rider to:

- Improve muscle tone & core strength
- Aid balance & coordination
- Learn a skill
- Increase self confidence and awareness
- Widen boundaries of experience and social contact

What are the benefits of this specific sporting practice on families?

It brings families together (for barbeques and family events); gives a talking point. It also provides a safe and reassuring environment for the disabled child/person and their carer to have fun.

What are the benefits of the specific discipline on society?

Stables and riding for the disabled provide somewhere for people – particularly those who are keen on horses - to volunteer.

It also helps raise awareness that even though people are disabled, they can achieve things for themselves and take part in active sports. The wider context of the Paralympics; the increasing recognition of sporting achievements by disabled people and the increasing professionalism of the RDA (Riding for the Disabled Association) means that those looking after disabled children/people are now more likely to proactively seek out physical activities such as riding.

COMMENTS by the researcher

Any strength or weakness points in our opinion

As Gaddesden Place is one of a network of similar centres around the country, it benefits from the national profile that riding for the disabled enjoys.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

Interview carried out on August 15th at Gaddesden Place. As the riding centre was closed for the summer and the horses out in the field, there was no opportunity to see the riding sessions take place.

ATTACHMENTS

References, as articles, links, etc. <http://www.gaddesdenplacerrda.org.uk/public>

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

"The students at Weatherfield Academy have been benefiting from horse riding at Gaddesden Place RDA for over 30 years. We take students with moderate learning difficulties, mild physical disabilities and those with social, emotional and behavioural difficulties from Years 7 to 12 on two mornings per week throughout the academic year. The instructors and volunteers at Gaddesden Place RDA make their experience what it is - a professional, well trained, caring, friendly, fun and altogether positive all round learning experience.

Year after year, the improvement in balance, coordination, confidence, behaviour and social interaction we see in the children is fantastic. Of course their riding skills and knowledge of the horses, their tack and stable management also improve as the children work through their Proficiency Test Grades and enjoy the sense of accomplishment this brings.

Our older students in Key Stage 4 and 5 are also working on the nationally recognised ASDAN Towards Independence accreditation in Horse Care and Stable Management. Weatherfield Academy is looking forward to the next 30 years with Gaddesden Place RDA" **Weatherfield Academy**

"Bramingham Primary School have been coming to the Riding for the Disabled School at Gaddesden for quite a few years now. Every child has gained valuable experience from these sessions in different ways.

Each child has a different need from physical to emotional. Horse riding is so beneficial to these children as it helps develop their social, interactive and communication skills as well as improve their emotional well being .It also improves their co-ordination and gross motor skills as well as improving their core stability." **Bramingham Primary School**

"I thought riding was absolutely super duper! Not just because I was riding a fab horse but because I always wanted to do horse riding and it is great there!!! It is fabulous!"

"Initially he was very nervous and stiff on the horse but after a few lessons he was more relaxed. Even though it was difficult getting out of bed on a cold early morning starts he looked forward to his horse riding. At the Christmas party he said "I know you said they were having a party but didn't think it would be THIS good!!!"

"Thanks so much again for organising this for the children. It really helped their balance, coordination and confidence"

"The people have been so kind and friendly to all of us and we would like to thank them for the hard work they put in to making the riding such fun."

BEST PRACTICES N. 3 – Inclusive Football Day

GENERAL DATA

Good practice title: Inclusive Football Day

Organization doing the research: Community Action Dacorum

Good practice theme: Inclusive Sport for people with disabilities

Organisation responsible for the good practice: Watford Football Club's Community Sports and Education Trust

Short description: Watford FC's Community Sports and Education Trust is a charitable organisation focus on making a positive difference for all through Sport and Learning

Person/s interviewed, and role in the organization: Karen Stephanou, Disability Football Development Manager

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.):

Programme held over a period of 3 weeks

1 day per session,

groups divided according to age

Duration and structure of the activity (duration in hours, and how the activity is articulated):

1 day each session,

2 sessions per day (two groups divided according to age target), 3 days in total.

Period (when was realized? do it still exist?):

Summer 2017: Will take place on 24th July, 7th and 21st August.

Beneficiaries (what kind of participants? what age?)

Children with different disabilities, from 5 years old up to 16 years old.

Is the activity devoted to everybody?

The activities are specifically designed for the mentioned target group: children with disabilities, 5 - 16 years old.

Does the activity relate to a group or the individual? (or a mix?).

If it relates to a group, how many people? Group of children, minimum or maximum number not defined yet. The programme has still to start and numbers will be available after the 21st August 2017.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? No data available until the end of August

Staff: What is the staff composition, Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?

Depending on the number of the participants, 2 coaches or more.

The coaches are FA Qualified, DBS Checked (police check) , First Aid Qualified and all have attended a child protection course as well as a part of requirement.

How many staff members? None, presence on the day of staff member not needed.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?)

Watford Football Club's Community Sports and Education Trust, operating in Hertfordshire and the London boroughs of Harrow and Hillingdon, run over 30 different projects engaging with over 158,000 participants annually. Each project benefits one of our five key pillars;

Sport Participation

Social Inclusion

Health

Education

Community Facilities

It is designed alongside our overarching aim to 'make a positive difference for all through sport and learning'.

Educational objectives: Watford FC's CSE Trust are delivering the Disability Programme to help create opportunities for disabled people through sport by embedding a culture of inclusion across the trust community activities. This will ensure that disabled people can access the sport or physical activity of their choice, being inspired to be more active, and encouraged to develop the skills and confidence needed to realise their potential.

Story of the practice (how has been created): In 2016, The Premier League, Watford FC and BT have launched a three-year programme that aims to create opportunities and inspire disabled people through sport. This partnership see the organisations work together to provide funding to Premier League clubs to create more opportunities for disabled people across England and Wales (for more info: <https://www.watfordfc.com/commmunity/community-trust/new-disability-sport-initiative>).

Method and techniques

How the activity is articulated? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
Organisation	Set up of the 3 week programme, taking in consideration holiday time and needs of family and their children. Organise the venue (all equipment in place?) and the coaches (availability, up to date qualifications, extra support needed?)
Promotion	Promotion through different channels, starting from the partner organisations (like BT), trying to reach as many individuals/external organisations as possible (County Council, Dacorum Borough Council, Disability focused charities and groups, etc).
Organise participations and run the activity	Collect and divide into groups (mixed group regarding gender but groups divided according to age to facilitate activities proposed); run the activities: big focus on engaging games and adapting the sessions to fit with the individual impairments needs.

Do the methods or techniques belong to an already recognised approach?

This is not the first initiative aimed at including children with disabilities in sports, like football in this case.

Are the methods or techniques innovative? if yes, please explain how.

No particular innovative practices detected.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
A) Emerging and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Does the experience here described support the development and enhancement of any community's resource? 	The programme brings once again the focus on equality and diversity, pushing the community to do more and better regarding equal opportunities in sport for people with disabilities.
<ul style="list-style-type: none"> What community resources related to sports and physical activities have emerged and been enhanced thanks to the project activities? 	the programme goal is to underline that Disability does not mean "not able" but "differently able", so the project will help this important vision to be appreciated by a larger public in the community.
<ul style="list-style-type: none"> What are the territory's resources that the project activity has enhanced? 	The activity is reinforced by the popularity and fully-resourced Watford FT charity that already include a large portion of community's members in different activities/projects.
<ul style="list-style-type: none"> Which are the resources that should be developed? 	Not applicable at the moment. At the end of the programme it will be possible to analyse potential resources to be restructured or created ad hoc.
B) Active involvement of the citizens in promoting the community's well-being throughout sports:	
<ul style="list-style-type: none"> To what extent in this experience/project, have sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	Sports and physical activities are the key elements in this project involving community members. Because the activities proposed are specially designed around specific needs, the participation is expected to be high..
<ul style="list-style-type: none"> Did the project support the community's needs and desires in relation to sports? 	The project is supporting specific community's needs already identified in the past. The focus is to organise a successful project so that those needs

	will not be forgotten and the disabled community left isolated.
C) How can sport help developing community's skills:	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	The hope is that the activities will not only promote learning within the participants, but also reflection around the community and support so that projects like inclusive football might become permanent and still affordable for the members of the community.

Impact

What are the benefits of this specific sporting practice on the communities?

(in terms of development, social inclusion, skills learning, physical benefits, etc.)

For the participants: learning basic football skills, improvement in self-confidence and social skills.

For the community: learning to look at disabilities as a resource, not a barrier. Develop awareness and understanding regarding equality and diversity principles.

What are the benefits of this specific sporting practice on individuals?

Improvement in physical and mental well-being as well as social skills and self-confidence

What are the benefits of this specific sporting practice on families?

Especially the family of those children with disabilities will feel more included in the community and supported in their battle to provide the best possible life-opportunities to their children.

What are the benefits of the specific discipline on society?

The activities teach respect of rules, the importance of valuing diversity and the benefit of inclusion; useful also to turn potential barriers into opportunities.

COMMENTS by the researcher

Any strength or weakness points in our opinion:

The focus on fun and specific needs of the activities proposed is a big strength of the programme. Once they feel comfortable with the activities proposed, participants can improve their self-confidence and gain the personal trust that is essential in a learning process.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

The results can only be analysed at the end of the programme however we hope to have a good feedback from the participants who are key players in this.

ATTACHMENTS

References, as articles, links, etc.

Photos, video: “ladies only football for children with disabilities” (similar and related project) video testimonial:

https://www.youtube.com/watch?v=ld_o9cXCUaA

Other materials: <https://www.watfordfccsetrust.co.uk>

Testimonials (i.e. interviews of participants, families, stakeholders, etc.)

BEST PRACTICES N. 3 –Women Only Aqua-Aerobics**GENERAL DATA****Good practice title:**

Women Only Aqua-Aerobics

Organization doing the research:

Community Action Dacorum

Good practice theme:

water Aerobics for women only, focus on Muslim community

Organization responsible for the good practice:

Creative Learning

Short description:

Water Aerobics for Women Only supports the needs of the Muslim community in the area of Dacorum. Organising gender-based classes is the way to engage this important community group that otherwise will face, for religious and cultural reasons, a big barrier to participating in exercise classes.

Person/s interviewed, and role in the organisation:

N/A (the researcher is a member of the Creative Learning team).

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): Class

Duration and structure of the activity (duration in hours, and how the activity is articulated):

Each course is 10 hour long. Lesson once a week, for 1 hour.

Period (when was realized? do it still exist?): Long-term project started more than 3 years ago , still running. Organised 3 time/year (Autumn term, Spring term, Summer term).

Beneficiaries (what kind of participants? what age?)

Women only, aged more than 19 (the majority of the participants comes from the Muslim community but the course is open to all women; the majority of the participants is over 40)

Is the activity devoted to everybody? Women only

Does the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people?)

The activity comprehends a group of people, generally min 4 and max 15 participants.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning?

In one year the people engaged are around 20 (between learners who attend more than 1 course and new learners). Since the beginning the project has involved more than 100 people.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?

The course is supported, in terms of setting up, quality checking, learners progression and admin, by the Creative Learning staff members (Admin, Quality Coordinator, Courses Coordinator, Database Coordinator, Manager, volunteers); the activities themselves are carried out by one qualified tutor (female) and supported by a lifeguard (qualified, female).

How many staff members? n /a (Look at previous answer)

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?)

The aim of this project is to provide a safe, barrier-free environment for the Muslim community female members who face - otherwise - religious based and culturally based barriers to engage in exercise classes. The activities carried out in the water help also those learners who face physical impairment and thus have a double barrier to overcome before engaging in exercise classes.

Educational objectives: Improve physical and mental well-being; fight isolation, improve self-confidence and improve community's sense of belonging

Story of the practice (how has been created): The "Women Only Aqua-Aerobics" project started as a progression of the larger "Women Only Exercise" project, carried out by Creative Learning (Adult Education Project of the charity Community Action Dacorum) and Muskaan (Muslim Women Association in the Dacorum area really active in trying to engage the Muslim female community in different activities to fight isolation and social exclusion). The participation of only women in the exercise classes proposed is essential to guarantee attendance. Exercises classes as Aqua-Aerobics provide a great opportunity to fight weight related health problems, increase self-confidence and active participation in society. Aqua-Aerobics in particular allows learners who suffer from specific mobility issues to participate without facing difficulties in the classes. Aqua Aerobics also helps people who suffer from arthritis.

Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Techniques or procedures adopted
Organisation	Understanding the needs of the target community in collaboration with "group leaders" and community-based association (Muskaan); setting up of the course according to the specific needs analyzed and the community demands.
Promotion	Promoting the project/activities trying to reach - with the help of the community-based organisation Muskaan, those who face communication barriers (language is a barrier for a big portion of the first generation Muslim Women in this country. They speak their first language at home and this is why they find so hard to integrate in society).
Run the activity with attention to variation collection of feedback	The activity proposed includes a progression route during the course (exercises become a bit more challenging every 2 weeks); it is really important to have variations for each exercise (to give alternatives to those

	<p>who face mobility issues or learning difficulties). The tutor is responsible for lesson plans, variation and progression. The office-based team collects evaluation and progression data to be sure that the course satisfies the quality requirements and to make sure that the course is really suitable for all learners. According to the feedback collected, if changes are required the office team and the tutor will take the necessary actions.</p>
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Do the methods or techniques belong to an already codified approach?

The project, when it started, was really innovative in the area as there were not many opportunities for women in the Muslim community to engage in exercise classes (this is because there were no Women Only exercise courses).

Are the methods or techniques innovative? if yes, please explain how.

The techniques proposed during the class itself are not particularly innovative but it is important to note that the tutor in charge proposes a great variety of different moves to respond positively to each individual specific need.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As a Community Development	
A) Emerging and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Do the experience here described supported the development and enhancement of any community's resource? 	<p>As the project helps the integration of the Muslim community to the society, it makes a positive impact on communities' cultural exchanges, value of diversity and equal opportunities.</p>
<ul style="list-style-type: none"> What community resources related to sports and physical activities are enhanced thanks to the project-activities? 	<p>The project promotes awareness around the importance of exercise for a general well-being (mental and physical); it encourages demonstrating that everybody can and should engage to a sport activity because physical or mental barriers can be easily overcome with the right training and trainee</p>

<ul style="list-style-type: none"> • What are the territory's resources that the project activity has enhanced? 	<p>The project helped the collaboration between different centres and organisations that could learn from this experience how to design better activities trying to engage all groups in the community and how to organise spaces to be suitable for each target group.</p>
<ul style="list-style-type: none"> • Which are the resources that should be developed? 	<p>Multilingual evaluation and progression forms but the costs are too high.</p>
<p><i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i></p>	
<ul style="list-style-type: none"> • To what extent in this experience/project, have sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	<p>Water Aerobics provides the chance for people with mobility or weight-related problems to participate to an exercise class. The target - Women Only - allows the participation of the Muslim community, otherwise left out from most of the exercise courses proposed.</p>
<ul style="list-style-type: none"> • Did the project support the community's needs and desires in relation to sports? 	<p>The project is supporting specific community's needs.</p>
<p><i>C) How can sport help developing community's skills:</i></p>	
<ul style="list-style-type: none"> • Did sport become a learning occasion for the community? 	<p>The course provides the chance to learn about aerobic movement aimed to strength the body, Improve coordination and physical well-being; It helps to learn about general well-being principles (e.g. nutrition advices) It represents a complete learning experience as it provides a very diverse cultural environment (learners coming from different countries and</p>

	cultures) and elements to help a better integration with the British society.
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Impact

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

This course has a positive impact on Muslim community (especially Muslim women) integrating into the British society. The courses are run by Creative Learning which takes care of quality requirements involving embedding of English, Math, British values, Safeguarding and Prevention into each course. This is particularly beneficial when it comes to courses designed to involve minority groups as their participation is beneficial for the entire community. Looking at the same process from the opposite point of view, as the course sees the participation also of women not belonging to the Muslim community, it is a great chance for an intercultural exchange that should lead to better understanding of diversity and equal opportunities values.

What are the benefits of this specific sporting practice on individuals?

Improved general well-being, improved self-confidence, improved social skills and sense of belonging.

What are the benefits of this specific sporting practice on families?

This course gives to the women a chance to learn how to take care of themselves from a body and mind point of view. As women, especially in the Muslim community, are the one in charge of taking care of the house, the children and the family members in general, a better, healthier approach to daily life influences positively on the whole family.

What are the benefits of the specific discipline on society?

Great chance of cultural exchange, diversity and equal opportunities values.

COMMENTS by the researcher

Any strength or weakness points in our opinion:

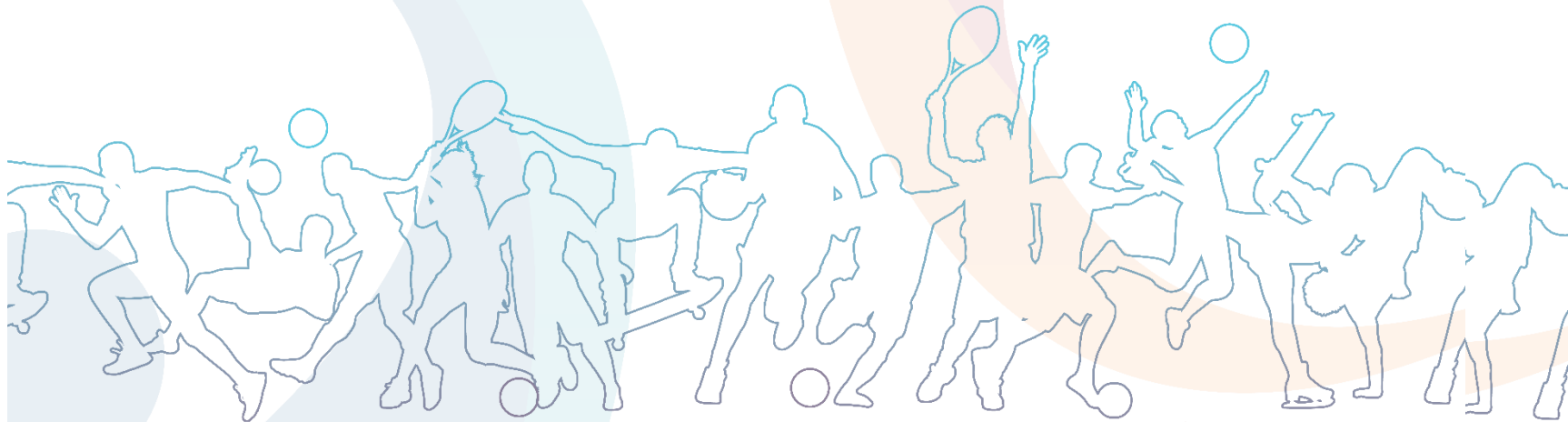
A big strength of this project is the variety of options proposed to the learners by the tutor so that everybody can be engaged in the activity. The women only courses produce a big impact in participation of minority ethnic groups to exercise activities and this produces itself a better community environment where everybody feels more accepted and valued.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

ATTACHMENTS

References, as articles, links, etc. <http://culturallearning.org/swimming/4565694511>

3.3 Good Practices Italy



D

BEST PRACTICES N. 1 – Baghdad Marathon

GENERAL DATA

Good practice title: Baghdad Marathon

Organization doing the research: ASD Università Popolare dello Sport

Good practice theme: Sport Activities for Civil Society

Organization responsible for the good practice: ASD Sport Against Violence SAV

Short description (max 1000 characters): All the major capitals of the world have their marathon: opportunities for fair competition and meeting sporting people from different countries; moments of celebration and testimony for Peace and Human Rights. But in Baghdad all this, even today, is just a dream. Our goal is to allow athletes and ordinary citizens of different nationalities, religions, languages, cultures to run freely together in a safe and nonviolent city. The "Baghdad Marathon" is the dream that Iraqi people can regain their future in peace. In short, SAV has trained training, giving impulse to the birth of the first running clubs in Erbil and Baghdad and has supported the organization of several sports competitions in several cities (Erbil, Basra, Baghdad, Mosul) born from the experiences of the International Marathon of Erbil (the 7th edition of which will be held on October 27, 2017) and of the Half Marathon for Peace in Baghdad (next November 25, 2017 will be the 3rd edition)... waiting to realize there also the full Marathon.

Person/s interviewed, and role in the organization: Nicola Visconti, president of SAV

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): Training courses for sporting operators and organization of sporting events (races 10km, half marathon and marathon)

Duration and structure of the activity (duration in hours, and how the activity is articulated):

The activity is divided into two parts, a theoretical one (training course) and a practical one (organization of the sporting event).

The **course for sports operators** includes a 15-hour training path highlighting:

- a. the value of the sports activity of the race, enabling civil society to regain the streets of the city;
- b. how to plan a city sports event, rapping with the institutions and the network of organized civil society;
- c. the homologation standards internationally.

The **organization of the sporting event** expects:

- a. involvement of citizens through sporting groups already present in the territory, schools and universities, cultural and sporting associations of organized civil society;
- b. organization and realization of the sporting event, generally of one day's duration.

Period (when was realized? do it still exist?): See below, under the voice "Story of the practice"

Beneficiaries (what kind of participants? what age?): Civil Society, any condition and age

Is the activity devoted to everybody? Yes

Does the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people? The activity relates to groups.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? With respect to the training course for sporting operators: about 20 participants for each edition (around 60 people in total). With regards to participation in sport events organized: thousands of people (last edition of the marathon of Erbil about 10,000).

Staff: how is composed the staff? Almost one expert in organizing international sporting events, one expert in international cooperation between civil society actors, two local athletics federation technicians

How many staff members? Four members, anyway – in general - it depends on the number of the group to be formed.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?): Let's have a dream: run freely in Baghdad. Run, because we believe sport is synonymous with friendship and loyalty. Liberally, because we want an Iraq finally free. In Baghdad, because want it to return to be "city of peace".

Educational objectives: Educational action for active and aware citizenship.

Story of the practice (how has been created): The project started 10 years ago with the dream of running a Marathon in Baghdad: at that time there was the war and it was impossible to realize, but we have begun to organize sport activities and training for trainers in others Iraqi towns. In particular, Erbil in Iraqi Kurdistan become the "general quarter" of our activities: after two meeting with Civil Society activists, the first running club has born and then we realized a 10 km race in 2010. The following year, we've done the first edition of International Iraqi Marathon in Erbil: since that event every year there is the Marathon in Erbil and in last edition 10.000 people ran in the street. At the same time a group of young activists in Baghdad founded SAVI (Sport Against Violence Iraq) and Baghdad Marathon Committee. For the last three years we have organized with them a race in the streets of Baghdad, involving the Civil Society.

Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
Phase 1	Training and course for sporting operators
Phase 2	Experimentation on the city roads on 10 km race
Phase 3	Organization of half-marathon on the city roads (last 4 edition, in 2016, around 10.000 people involved in Baghdad)

Do the methods or techniques belong to an already codified approach? The training course methodology is a largely consolidated approach of formation for large groups of learners.

Are the methods or techniques innovative? if yes, please explain how. Methodologies and techniques are not innovative in themselves: innovative is the context in which they are realized and the intention to use the sporting event to regain the streets of one's own city.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
<i>A) Emerging and enhancement of a community's resources throughout sports:</i>	
<ul style="list-style-type: none"> Does the experience here described supported the development and enhancement of any community's resource? 	Yes, it has favored the re-emergence of civil society and of the association system submerged and hidden due to the situation of war.
<ul style="list-style-type: none"> What community resources related to sports and physical activities have emerged and been enhanced thanks to the project activities? 	The activity has encouraged the community to have a greater presence and participation of the female population and also of children and adolescents from the schools
<ul style="list-style-type: none"> What are the territory's resources that the 	Recapture the spaces and places of your city in a

project-activity has enhanced?	pleasant, convivial, and even entertaining situation.
<ul style="list-style-type: none"> Which resources should be developed? 	Certainly, the self-organizing and organizational skills of civil society should be developed, even in terms of work in synergy with institutions
B) Active involvement of the citizens in promoting the community's well-being throughout sports:	
<ul style="list-style-type: none"> To what extent in this experience/project, have sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	Involvement of the population in organizing an international event at the city level. Living the city from a different point of view than the everyday one. Networking in synergy between institutions, civil society, associations, volunteers
<ul style="list-style-type: none"> Did the project support the development of the community's needs and desires in relation to sports? 	Yes, of course: in a city shocked by the war, the need to live the streets again in a collective dimension of shared fun and pleasure is certainly a need, sometimes unexpressed, of all the bands of the population.
C) How can sports help developing community's skills:	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	Yes, it is

Impact

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

What are the benefits of this specific sporting practice on individuals? Health and mind

What are the benefits of this specific sporting practice on families? Solidarity, good atmosphere without difference of gender, religion, social condition

What are the benefits of the specific discipline on society? People become owner of their towns

COMMENTS by the researcher

Any strength or weakness points in our opinion.....

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

ATTACHMENTS

References, as articles, links, etc.

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

BEST PRACTICES N. 2 – Sport Against Violence Event

GENERAL DATA

Good practice title: Sport Against Violence Event

Organization doing the research: A.S.D. Università Popolare dello Sport

Good practice theme: Sport, Culture, Cooperation

Organization responsible for the good practice: Sport Against Violence, ASD Università Popolare dello Sport, APS Libera Accademia di Roma

Short description (max 1000 characters): SAV Event is conceived and built as an occasion for people to meet, do sport, participate in cultural activities and to promote the civil society's reflection on social, political and cultural issues. Our guiding principle is "sport for all", intending sport not just as a "wellness tool", a practice that helps you to keep healthy, but much as a powerful educational and peace-building means.

Person/s interviewed, and role in the organization: Elena Laurenti, international cooperation expert of civil society organization.

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): SAVe is an annual event, featuring a dense program of both cultural and sports activities.

Duration and structure of the activity (duration in hours, and how the activity is articulated): SAVe is a three-day event articulated in a series of different activities. Generally, the opening is held on Friday afternoon and the closure is on Sunday night. The musical and performing activities are developed during the night, while sports and cultural activities (open lessons, workshops, panels) are spread out throughout the day. The main sport activity (the 12Xhalf an hour relay race) is held on Saturday, starting from the afternoon (generally 4 p.m.) until the night (10 p.m.)

Period (when was realized? do it still exist?): It is generally scheduled, every year, during the first weekend of June

Beneficiaries (what kind of participants? what age?): SAVe is addressed to all: that means that there aren't specific categories of participants to whom the different activities are addressed. Of course there are, for example, some workshops for children, but the most part of the activities are imagined and realized for a public as wider as possible. The relay race, probably the most evident symbol of the inclusiveness of the whole event, sees every year the participation of children, young people, adults, people with different abilities, all running together to have fun. We can say that the target is a "widespread community", individuals and groups tied to common interests and common practices: from sport to cooperation to specific thematic areas.

Is the activity devoted to everybody? Yes

Do the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people? The most part of the activities are designed for small groups of people, even if there are some activities for individuals. But the core objective of the event is to share experiences, emotions, practices, so the group dimension is the most enhanced.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? Thousands of people for each of the editions.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification? The staff is composed by the members of the organizer associations, experts, volunteers and technicians. There are teachers and instructors of different disciplines involved in the organizations of open lessons and trainings; experts, scholars and journalists invited to the workshops and discussions to talk about various political and social subjects; artists that make musical, dance, theatrical performances; photographers who expose their works. The organizers and the volunteers manage the organization and the realization of all the activities, before and during the event.

How many staff members? Variable every year, it also depends on the amount of activities implemented.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose?): Our main purpose is to spread the value of sport as an educational and peacebuilding tool, combining it with culture and cooperation, in order to promote both a shared and active participation in social life, a real understanding of different cultures and a concrete civil commitment in support of those who live in difficult contexts. SAVe is also an occasion to share experiences between people from civil society, three days dedicated to sport and cultural activities, aiming to provide an opportunity and a space where people can dialogue and confront in order to build a sensitive and committed civil conscience and to share the pleasure of conviviality.

Educational objectives: We strongly believe that sport is an essential part of the human experience and a universal language, with a deep intrinsic own value, related to its capacity to support and educate to the civil growth of each individual. Playing games and attending sports activities help people to learn how to peacefully coexist with the others, respecting them through common rules established by the whole group, that are necessary to solve conflicts.

Story of the practice (how has been created): The idea of this practice arose in 2008 from the will of the organizers to find a practical way to make people experience the social and educational value of sport. Moreover, the event has developed also starting from the consciousness of the lack of attention to sport often found within the civil society, and, at the same time, to social issues among sportsmen. So, as a way to combine sport, culture and cooperation.

METHOD AND TECHNIQUES

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the techniques and procedures adopted?

Phase	Technics or procedures adopted
Phase 1	Location search, which can accommodate both sports and cultural activities
Phase 2	Creating a network of associations, communities, organizations, institutions that will give life to the complex of activities during the three days.
Phase 3	Logistic organization of the location: setting up of the village that welcomes the sports and cultural activities
Phase 4	Realization and coordination of the event by a "cabin of director" "

Do the methods or techniques belong to an already codified approach? As far as we know this is an innovative mode, not codified by previous approaches and methodologies

Are the methods or techniques innovative? if yes, please explain how. As already mentioned, our main purpose is to spread the value of sport as an educational and peacebuilding tool, combining it with culture and cooperation, in order to promote both a shared and active participation in social life, a concrete civil commitment in support of those who live in difficult contexts. The mix of sport, culture and cooperation is an innovative element in organizing such events.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
A) Emerging and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Does the experience here described support the development and enhancement of any community's resource? 	Yes, SAVe is an occasion to share experiences between people from civil society, dedicated to sport and cultural activities, an opportunity and a space where people can dialogue and confront in

	order to build a sensitive and committed civil conscience, sharing the pleasure of conviviality.
<ul style="list-style-type: none"> • What community resources related to sports and physical activities have emerged and been enhanced thanks to the project activities? 	The organization and implementation of SAVE is due to the synergy of individual and group's different competences in different fields. In this sense, it is a facilitator for the emergence of resources in the community at the level of volunteers, animators, organizers of activities not only related to sporting practice but also to the culture area.
<ul style="list-style-type: none"> • What are the territory's resources that the project activity has enhanced? 	For example, with regard to the experience in Rome, making such an event contributes to enhancing the space that hosts it, making it a place of interest at the service of the community
<ul style="list-style-type: none"> • Which are the resources that should be developed? 	Mutual knowledge between different communities and cultures, tolerance, integration skills.
<i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i>	
<ul style="list-style-type: none"> • To what extent in this experience/project, have sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	This kind of experience, to work well, needs a preliminary networking work between the various working groups (who organizes the sports activities, who are the thematic panels, who open lessons/workshops and so on), so has the value of bringing together and promoting dialogue, on a common aim, organizations of civil society, associations, groups that otherwise have little chance of meeting and collaborating.

<ul style="list-style-type: none"> Did the project support the community's needs and desires in relation to sports? 	<p>In part yes, through the direct experience of open lessons and the possibility to "try" (perhaps for the first time) different activities, the participants become aware of their needs and desires. However, there is no systematic and structured detection in this regard.</p>
<p>C) How can sports help developing community's skills:</p>	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	<p>Yes, to make people experience the social and educational value of sport.</p>

IMPACT

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.) The benefit of this practice on the communities is that it enhances their internal and external bonds, by providing a place and a space where their members can meet and make shared experiences.

What are the benefits of this specific sporting practice on individuals? The benefit of this practice on individuals is both a physical and a social one: sport practice is of course a wellbeing tool, an activity that encourages a healthy lifestyle; from the other hand, the activities organized during SAVE event are also an occasion to meet new people, to get to know different experiences and to strengthen one's role inside the community.

What are the benefits of this specific sporting practice on families? SAVE provides a safe and fun environment for children, so it represents a good chance for families to spend a day outside together doing sports, playing and participating to cultural activities.

What are the benefits of the specific discipline on society? The benefit on society is represented by the sum of the individual, community and family benefits, coming from the social and educational value of sport practice.

COMMENTS by the researcher

Any strength or weakness points in our opinion.....

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

The most challenging part is trying to make people from different backgrounds and with different concerns come together, communicate and take an interest in each other. Moreover, there is always some perplexities in talking about the social value of sport practice.

ATTACHMENTS

References, as articles, links, etc.

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

3.4 Good Practices Portugal



BEST PRACTICES N. 1 – Jogos Tradicionais

GENERAL DATA

Good practice title: Jogos Tradicionais

Organization doing the research: Associação Recreativa, Cultural e Social Silveirinhos (ARCSS).

Good practice theme: Jogos Tradicionais

Organization responsible for the good practice: Federação Portuguesa Jogos Tradicionais

Short description (max 1000 characters): Popular games, in addition to non-federated sports, can be defined as a recreational-cultural, pedagogical and sports activity practiced by children, young people and adults (with and without disabilities and / or mental illness), which are perpetuated over the generation by orality, observation and imitation.

This games are a playful heritage that belongs to the history of ideas, mentalities and social practices, revealing the graceful expression of the popular and traditional soul, which translates into the need for leisure, exercise and joy. They are part of our cultural legacy and represent a living heritage that, in many places, has lost strength, expression and reputation throughout the ages.

Person/s interviewed, and role in the organization: Dr. João Alexandre – President of Federação Portuguesa Jogos Tradicionais

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): This activity is a set of various popular games.

Duration and structure of the activity (duration in hours, and how the activity is articulated): The activity doesn't have a particular duration or structure in order to give the opportunity to the organizations like ARCSS, to create and innovate in order to the Popular games don't fall in an sterile approach.

Period (when was realized? do it still exist?): The period of the activities is all around the year.

Beneficiaries (what kind of participants? what age?) The people who are going to benefit are people from every age group willing to participate in the activities.

Is the activity devoted to everybody? This activity is devoted to the community in order to include everyone.

Do the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people? This activity generally relates to a group of people, it can be 2 people or more depending on the type of game.

How many participants are involved during one year in the described activity? and how many have been involved (more or less) since the beginning? It's not possible to give a concrete number due to the high number of participants and the quantity of the events. But we're talking about thousands of people.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification? The staff of our organization is composed by people with the skills that are necessary to correspond the needs of this particular activity, in order of the organizations working with us the staff is composed by a responsible person that in general has a degree related to Sports. One of our objectives is to create a course or a training activity to help people to understand better the Popular games.

How many staff members? 20 people and the associations that are a part of the Federation.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose? max 3000 characters):

The community is a fundamental aspect of the society, it is our vision, our dream, to help create communities through sports. Sport and sports-related activities are, in fact, a preponderant element to help community development. Besides, we can also help promote the popular games who are a tradition that should be kept through generations. Our goal is to allow people to focus on the entertainment in playing and in meeting others instead of pure competition, this sports practice also allow us the opportunity to involve a variation of people with different interest, generations and social classes.

Educational objectives: Our educational objectives are to enhance social inclusion, equal opportunities and participation in sports.

Story of the practice (how has been created): The popular games are one of the most spontaneous and beautiful forms of expression of the popular soul. It expresses the need for leisure, the joy of work, transfigured into a celebration and imagination enriched by a secular experience. Its origin is difficult to explain, being deeply rooted in social history over many centuries. This explains their connection to cultural beliefs and superstitions. They are like a testimony that throughout the ages has been passing from generation to generation and therefore revealing a true ludic-corporal archeology. In the old society, games were one of the most important means of strengthening ties between the elements of the community and were practice by everyone. We can define popular games as forms of play that have always been associated with folk and occupation of leisure time passed from generation to generation. They change from region to region, not just by name but also by rules and even the way of playing.

Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
First Contact	Our first contact with the popular games was way back, about 15 years ago we start this journey alongside Dr. António Cabral.

	Dr. António Cabral was a man who boosted the popular games in the North of Portugal and our association was one of the institutions that helped and continued this path.
Orientation	The orientation is to develop the popular games in a sustainable way and with the help of the associations.
Training	It's still in development although ARCSS has a handbook that helps understand the games
Events	We organize various events with popular games, but we highlight the annually event that is "Mostra de Jogos Tradicionais Dr. António Cabral" that takes place in the week of the person with disability and/or mental illness. In this event, we organize a showroom of popular games and invite people to participate and experience these games.

Do the methods or techniques belong to an already codified approach? No, the methods don't belong to an already codified approach.

Are the methods or techniques innovative? if yes, please explain how. The methods and techniques are innovative because we trace ourselves a plan to develop and sustainably grow this project of the popular games. Our events and "showrooms" are unique and we are pioneers in this subject of Popular Games. The annually event that is "Mostra de Jogos Tradicionais Dr. António Cabral" is of the many examples that we could give. Not only that but we also developed a book with a lot of content of the popular games, this book not only helps emphasize our innovative techniques but also shows the potential of this project.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
<i>A) Emerging and enhancement of a community's resources throughout sports:</i>	
<ul style="list-style-type: none"> Does the experience here described support the development and enhancement of any community's resource? 	Yes, Popular Games are an activity that helps the enhancement and development of one of the most important community resource that is companionship.

<ul style="list-style-type: none"> • What community resources related to sports and physical activities have emerged and been enhanced thanks to the project-activities? 	<p>The community resources related to sports and physical activities that have emerged and been enhanced thanks to this project are the possibilities that the people preserve and know about of important traditions and for some to remember childhood times and pass important messages to the young generation.</p>
<ul style="list-style-type: none"> • What are the territory's resources that the project activity has enhanced? 	<p>The territory's resources are going to be schools and sports hall or outdoor spaces that allow to play the games.</p>
<ul style="list-style-type: none"> • Which are the resources that should be developed? 	<p>The resources that should be developed are to train instructors and teachers for the correct and effective practice of popular games and to also train children, young people and adults in the practice of popular games.</p>
<p><i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i></p>	
<ul style="list-style-type: none"> • To what extent in this experience/project, sports and physical activity became an element of involvement for the community members, ensuring their active participation? 	<p>This project became an element of involvement for the community members because it helps and allows the bounding of different generations around a physical activity.</p>
<ul style="list-style-type: none"> • Did the project supported the development of the community's needs and desires in relation to sports? 	<p>Yes, the project supported the needs of the community's because it presented different type of games who carry important traditions and gave the community the opportunity to fraternize and create bounds.</p>

C) How can sports help developing community's skills:	
<ul style="list-style-type: none"> • Did sports become a learning occasion for the community? 	<p>Yes, in addition to what was mentioned before (train instructors and teacher) it's also a learning experience who allowed to show many ways of having fun and playing without spending lots of money or materials. It was also a great opportunity for the community remember traditions who are important to preserve in nowadays.</p>

Impact

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

The benefits of this specific sporting practice on the communities are:

- Social inclusion, this sporting practice allows people from social class and different gender to interact
- Physical benefits, this sporting practice allow the community to fight against a sedentary lifestyle and also allows the community to develop physical due to the constant movement and dynamic of the game
- Promote culture and the historical heritage of the country transverse element
- Providing a transversal element between physical and psychological well-being

What are the benefits of this specific sporting practice on individuals?

The benefits of this specific sporting practice on individuals are the opportunities to relive old traditions and mores while having the chance of meeting people and all this can create a healthy community.

What are the benefits of this specific sporting practice on families?

This sport practice has the advantage of being a kind of family event, not just, because people from any age can play the games but also because most parents in these days have played in the pass this type of games. Who doesn't have a parent telling stories of childhood when they just went outside and play in the streets or in the woods, this sporting practice gives the opportunity to families have a good time together.

What are the benefits of the specific discipline on society?

Wise men once said: Never forget where you come from. This could be the catch phrase of our answer to this particular question. This sporting practice is important so society doesn't forget the mores that we use to have, obviously we can't forget the benefits of making a sport practice, like fighting sedentary habits for example or the benefits of meeting new people, make friends and raise a community. As we can see, there are innumerable benefits for the society.

COMMENTS by the researcher

Any strength or weakness points in our opinion

There are many strong points like the cultural side of this activity and the preservation of a very important part of history of the country

The only weak point is the lack of formation in this subject like professional only devoted to the practice itself.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

The different rules of the popular games across the country.

ATTACHMENTS

References, as articles, links, etc.

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

BEST PRACTICES N. 2 – Korfball

GENERAL DATA

Good practice title: KorfBall

Organization doing the research: Associação Recreativa, Cultural e Social Silveirinhos (ARCSS).

Good practice theme: KorfBall

Organization responsible for the good practice: Federação Portuguesa de Corfebol

Short description (max 1000 characters): The object of the game is for your team to score more goals than the opposing team.

8 Players take to the court at any one time and to score these goals, you must shot the ball into the korf – which is a basket with no net.

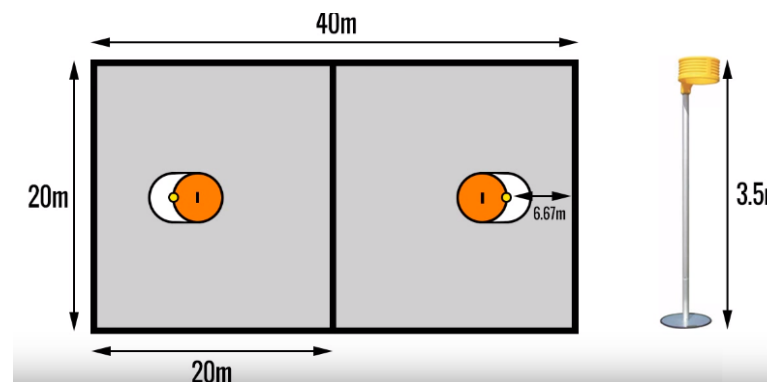
Unlike Basketball however, there must be 4 females and 4 males on the court at any one time – making this one of the few mixed gender sports in the world.

Hang on a minute, this is just like basketball, right? Not quite. Whilst Korfball is sometimes seen as a mixture of basketball and netball, it is a completely different game with completely different rules.

Firstly, there are two zones – an attacking zone and a defending zone. Two players of each gender must stay in each zone.

The court is 40m long and 20m wide and zones are 20m x 20m.

The korfs are located 6.67m away from the outline and are 3.5m above the ground. There are 2.5 circles that denote the post area and the penalty spot area. Players are free to play 360 degrees around the korfs.



Secondly, once two goals have been scored, the zones change – meaning that the attackers are now defenders and vice versa. This means that all players, male and female get a chance to defend and attack, making this a role equality sports as well.

Thirdly, you can only mark one person and it has to be a person of the same gender. So a male cannot try to guard a female and you can't have two defenders guarding you at the same time. In Korfbal the movement of the ball has to be quick, as once you are "defended" you can no longer shoot the ball. Once you are defended, you can only pass to a teammate. You cannot shoot the ball. You'll see a lot of pre-prepared passing sequences in order to free up a shooter to take a clean shot. This is the essence of the game. Players aren't allowed to run with the ball. Once the player has received the ball, the foot that the player lands on is known as the landing foot. They cannot lift this foot of the ground, but may pivot on it whilst moving the other leg. Should a player lift a landing leg and put it back down, this is known as "travelling" and the ball is awarded to the other team. The opponents will try and take the ball away from you by intercepting passes, blocking shots, retrieving loose balls and defending the shooters. However, an opposing player cannot touch another player (known as contact) and must be defending one player who is of the same gender.

The game is played in 2 x 30 halves quarters, for a combined playing time of 60 minutes. Highest score at the end of time, wins.

Person/s interviewed, and role in the organization: The person interviewed was Miguel Conceição the promotor of Korfbal in North Portugal.

STRUCTURE OF THE ACTIVITY

Type of the activity (is it a course? an Event? etc.): The activity consists in weekly planned physical educational class.

Duration and structure of the activity (duration in hours, and how the activity is articulated): The duration of the activity is 1hour per week which gives a total of 52hours a year.

Period (when was realized? do it still exist?): The period of competition is between March and August.

Beneficiaries (what kind of participants? what age?) The beneficiaries are children through school program and people with physical, mental and vision disability and people with mental disease. There is no age limit.

Is the activity devoted to everybody? This activity is devoted to anyone who wants to join us and the school program.

Do the activity relate to a group or the individual? (or a mix?). If it relates to a group, how many people? The activity regards a group, it's a collective sport and it involves both men and women.

How many participants are involved during one year in the described activity? And how many have been involved (more or less) since the beginning?

Around one hundred people are involved during a year.

Staff: how is composed the staff? Teachers, instructors, coaches, volunteers, experts (psychologist, sociologist, etc.); for each category, what are the required qualification?

The staff has monitors certified by the federation and trainers to approach the school.

How many staff members? Around 20 staff members.

CONTENT OF THE ACTIVITY

Vision (what is your "dream", your main and general purpose? max 3000 characters):

Our vision or our dream is to help the raise of Korfball as one of the sports with more participants in the country, we have a vision where we can be the pioneer of this project by introducing the sport and raise the community around this sporting practice. Our plan of introducing Korfball at schools in Gondomar is a way of starting the introduction of these sporting practice in the youngest generation, obviously this will "affect" the oldest generations, the parents are going to get curious to understand the game their children are playing, and hopefully this will create a great community with a lot of growing potential.

Educational objectives: Our educational objectives are approaching to community development, promote gender equality and also allow our staff and collaborators gain experience and develop abilities and skills.

Story of the practice (how has been created): Korfball was created in Holland in 1902 and was invented by a physical education teacher, Nico Broekhuvesen. This Dutchman inspired himself on the game of Ringball that he found on Sweden during a Summer course. In that time the Physical Education Association of Amsterdam was looking for a game that was practiced by children, young adults and adults of both gender with the objective of keeping them busy, since women on those time's weren't able to practice sport's. Being a sport or simply a recreational activity, Korfball was able to start a revolution of the era, putting women with the same right to play as men do. Teacher Nico start introducing the collective sport on elemental schools, with the goal to make children occupied, since the industrial revolution the parents worked 12h a day so the kid's were free and with nothing to do.

In Portugal, Korfball appears in 1982 and now has two hundred federal athletes that are signed in, on the federation. The first contact comes from the Physical Education class all over the country.

Method and techniques

How is articulated the activity? are there any steps? (i.e. first contact; orientation; physical preparation; training; competitions/events; etc.); what are the technics and procedures adopted?

Phase	Techniques or procedures adopted
First Contact	The first contact is going to be made to have a perspective on how to integrate Korfball in ECA or even in school sports program. We are going to talk with Miguel Conceição (director of Korfball Federation in the North

	Portugal), then we are going to approach the schools and implement our plan to the development of the sport.
Orientation	We are going to create a Korfball Clinic so we can educate and train the teacher in the school to understand and being capable of educate their students in this sport. We also have in our agenda a meeting to communicate with the parents and present them Korfball and how can it be important.
Training	The training is going to be to the teacher first, then they are going to pass the skills and the train that they received to the students through ECA or in the school sports program.
Events	In terms of events we have in mind the clinic to educate and train the teachers, the weekly plan classes for students and a meeting with the parents so we can explain our project.

Do the methods or techniques belong to an already codified approach? The methods or techniques don't belong to an already codified approach.

Are the methods or techniques innovative? if yes, please explain how. The methods as far as we know are innovative because in our research none of the counties in the north of Portugal has implemented Korfball like we are doing. Our formation process is innovative because is going to allow the people to have direct formation and training directly from the experts of the sport which allow to pass those same skills to the students and community in general.

Please, try to reflect on the experience you are narrating in relation to some key aspects listed below...

Sports As Community Development	
A) Development and enhancement of a community's resources throughout sports:	
<ul style="list-style-type: none"> Does the experience here described support the development and enhancement of any community's resource? 	Yes, Korfball is a game that support the development and enhancement of values like gender equality and equal opportunities for everyone which is by itself an enhancement of the community's resources.

<ul style="list-style-type: none"> • What community resources related to sports and physical activities have emerged and been enhanced thanks to the project-activities? 	<p>The organization of this set of activities is possible due to the different peoples with different sets of skills, experience and competences working together to develop this game. Which means that the community will have its resources related to sports and physical activities brought to the fore thanks to the project in the form of volunteers and teachers.</p>
<ul style="list-style-type: none"> • What are the territory's resources that the project-activity has enhanced? 	<p>The territory's resources are going to be schools, for the practice of the students and the community in general and also a sports hall in order to realize the formation for the teachers.</p>
<ul style="list-style-type: none"> • Which are the resources that should be developed? 	<p>Share the knowledge of different people in order to everyone grow not only as a person who is part of the community but also to improve skills.</p>
<p><i>B) Active involvement of the citizens in promoting the community's well-being throughout sports:</i></p>	
<ul style="list-style-type: none"> • To what extent in this experience/project, has sports and physical activity become an element of involvement for the community members, ensuring their active participation? 	<p>This project became an element of involvement for the community members because it not only allowed the people to participate and learn this new sport but it also reinforced the importance of working together to achieve something, especially through the values that this game promotes like gender equality for example.</p>
<ul style="list-style-type: none"> • Did the project support the development of the community's needs and desires in relation to sports? 	<p>Yes, the project supported the needs of the community because it not only presented a different activity/sport but also made the</p>

	community aware of some key benefits to society.
C) How can sports help developing community's skills:	
<ul style="list-style-type: none"> Did sports become a learning occasion for the community? 	Yes, it can be a learning occasion in the form of values (gender equality, social inclusion, etc) and also a learning occasion for people to become aware of the importance of sports practice in their health.

Impact

What are the benefits of this specific sporting practice on the communities? (in terms of development, social inclusion, skills learning, physical benefits, etc.)

The benefits of this specific sporting practice on the community are:

- Social inclusion; this sporting practice allows people from different backgrounds and genders to interact
- Gender equality; this sporting practice allows the community to include all genders in order to play
- Physical benefits; this sporting practice allows the community to counter a sedentary lifestyle and promotes healthy physical activity through the constant movement and dynamic of the game

What are the benefits of this specific sporting practice on individuals?

The benefits of this specific sporting practice on individuals are the improvement of physical and psychological conditions. It can also help the individual understand the importance of sporting practice and moral values like gender equality.

What are the benefits of this specific sporting practice on families?

First of all any sporting practice promotes a family atmosphere, and this particular one promotes even more because does not allow individual actions, which means that everyone is involved and accepted with the added bonus that people of any age can play the game.

What are the benefits of the specific discipline on society?

The benefits of this specific discipline on society are social inclusion. This sporting practice allows people from different backgrounds and genders to interact and promote gender equality. This sporting practice allows the community to include all genders in order to play.

COMMENTS by the researcher

The strengths in our opinion are the innovation and inclusion factor of the sport. The weak point is the lack of material appropriate to the practice of this sport.

Relevant aspects emerged during the interview (any obstacle, discovering, learnings, etc.)

It proved difficult to get to know the sport and there was some difficulty to find support material.

ATTACHMENTS

References, as articles, links, etc.

Photos, video

Other materials

Testimonials (i.e. interviews to participants, families, stakeholders, etc.)

4. Cross analysis of the good practices – Sport CD



The analysis so far showed that the projects and initiatives are extremely diverse in the sports they cover, the approaches they utilise, their duration and in their overall aims. However, many of them combine several factors that support the success of these projects and initiatives. These include: Positive societal context, creating ownership, cultural exchange, development pathways, funding structures, enhancing cultural sensitivity, enhancing administrative capability and issues around the transferability of projects.

From the project analysis and the stakeholder interviews it became apparent that overall, successful projects often combined several key success factors.

The following table presents in a summarized and graphic form the good practices presented by the project partners. In each column we identified the best practices presented by each partner of the project. On the right are six factors that promote, in our opinion, the creation of communities through Sport.

Cross analysis matrix of the good practices – Sport CD

	Baghdad Marathon	SAVE	Football Inclusive Game (2009)	Know Yourself on the Bike	Fostering people and communities	Women only aqua aerobics	Riding for the disabled	Inclusive Football Day	Jogos Tradicionais	Korfball	Marchas Populares
Educational sports practices for community development	x	x	x	x	x	x	x	x	x	x	x
Complementary activities	x	x	x	x	x	x	x	x	x	x	x
Training of trainers and volunteers	x				x	x			x	x	
Involves group members	x	x	x	x	x	x	x	x	x	x	x
Development of communities and social area	x	x	x	x	x	x	x	x	x	x	x
Communication	x	x	x	x	x	x	x	x	x	x	x

Once the good practices have been gathered and analysed, we concluded that we have our strengths, weaknesses, opportunities and threats. Sport, when considered holistically, is undoubtedly an engine of social change. It involves, attracts, integrate and brings people together. It unites communities and strengthens the formation of new groups.

In a networked society, where the "global village" should bring the citizens closer together, we see the reverse with iPhone, robotics, low-cost travel to any destination on the planet, social networking, and the online world, where we are connected 24 hours a day uninterrupted. However, humanity lives, increasingly, in social isolation which is dominated by data, and where a real-life "hug" becomes a scarcity.

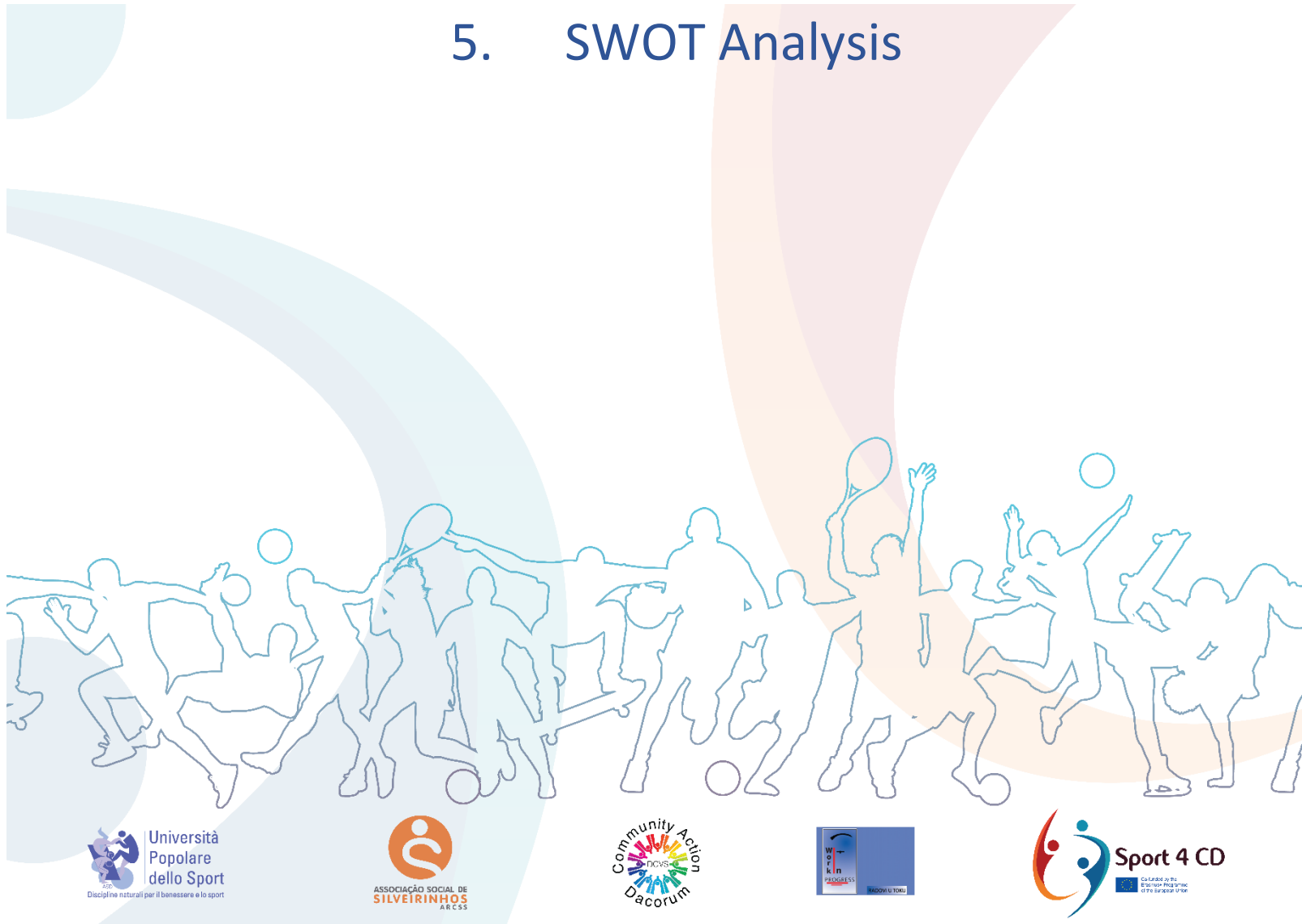
We are therefore talking about the urgent need to bring together communities and preserve a communal society, which is currently in danger of disappearing due to factors that are present in all European countries.

Sport creates and brings together communities for sports, offering equal opportunities, social inclusion and the opportunity to create multiplier agents to implement sports projects that enhance community awareness and intervention. We can develop neighbourliness and we can share between people of different ages, races, colours or backgrounds, thanks to the dimension of sport and leisure. Some good practice involves outdoor activities where people develop a relationship with their natural environment and have the chance for informal contact with their community whether neighbours or strangers.

We can also see how our good practices can provide many further opportunities. The full potential of sport activities and events is frequently over-looked, mostly because sports operators often lack the relevant knowledge or skills. With many of our good practices, we provide training courses or opportunities to learn and develop skills to supply the appropriate skills and knowledge. Our good practices are also an opportunity for social cohesion and inclusion since they allow different people to have the same opportunities, and particularly a dialogue between generations. The creation of a handbook and the Sport CD day are other very important opportunities that we should take.

As weakness and threats, we have to take in consideration that we can face some "resistance" from the community or people individually because everything that's new always needs people to adapt and accept.

5. SWOT Analysis



SWOT is an acronym of Strengths, Weaknesses, Opportunities and Threats and as these titles suggest it is not purely a method used for controlling areas of planning and risk, but it is also used to highlight areas of the project that could be maximised to the benefit of the whole project or individual areas where some competitive advantage may be gained. It is used to evaluate particular activities of the project in order to optimise their potential as well as to evaluate risks in order to determine the most appropriate way of mitigating those risks.

SWOT analysis is normally performed during the initial project start-up phase so that the elements of the analysis can form the basis of the project plan, but it can also be used later in the project if the project is running into difficulties with scheduling, deliverables or budget and needs to be brought back on track.

For example, if a certain key activity in the project requires new software, a SWOT Analysis can be used to assess the risks and the opportunities of purchasing the software and training staff in its use in order to help with the resource planning.

The following SWOT analysis was carried out after surveying the good practices established by the countries participating in the SPORT CD project. These activities presented by the partners are examples of sports activities or sports that develop communities in a transversal and multidisciplinary way, articulated with other areas besides sports such as culture, historical heritage, artistic and cultural heritage, etc.

Strengths	Weaknesses
<ul style="list-style-type: none"> • Break the preconception; • Promote communication and interpersonal relationships; • Promote Network; • Promotes the knowledge of territory, organizations, people and local resources; • Promotes the formation of human resources; • Promote the formation of multiplier agents and events/projects; • Equality in sport; • Social inclusion e gender equality promotion; • Promoting intergenerational dialogue; • Exploitation of local resources; • Knowledge of key aspects related to the issue; • Knowledge of sporting practices suitable for the purpose; • Ability to organize a sporting activity or a sporting event aimed at promoting intercultural dialogue; • Integrating sports activities with complementary activities; • Ability to facilitate groups of participants or work groups composed of people from different cultures; • Not only sport; • Sport practices and activities adapted for intercultural dialogue; • The organization will be more aware about the vision, the values, the motivations that underlie the activity provided; • The organization will operate in order to improve skills and abilities needed in order to better manage the activities foreseen; 	<ul style="list-style-type: none"> • Resistance from some people to group mobil • Hesitation/ Reluctance; • Necessity to hard working to sensibilize people; • Lack of qualified staff; • Lack (or not) of knowledge of the territory and resources; • Lack of interest in financial investment from public and private entities;
Treats	Opportunities
<ul style="list-style-type: none"> • Loss of associative movement strength; • Stereotypes • Lack of openness of local and national power to innovative projects; • Difficulty in giving visibility to the project; • The different communities could have different perceptions to the creation of new community's trough sports 	<ul style="list-style-type: none"> • Potential for employability; • Openess of local and national power to support innovative and entrepreneurs' projects; • Creation of social responses; • Opportunity to explore community needs; • Growing investment in entrepreneurs' projects – model of entrepreneurship and innovation;

6. Conclusion



In the Cross Analyses of Good Practices, the idea of thinking together is conceptualized by drawing on key ideas that served as a guide to all those who intend to develop projects and activities that unite people and create communities around sport and through sport.

We based our work on collecting and analyzing good practices in the develop the concept of thinking together. We expect that the emphasis on the process of thinking together may help to gain a better understanding of the nature of creating communities and their fundamental processes, which are of high relevance to anyone interested in operationalizing a Sport CD Project. By developing a better understanding of thinking together we hope to provide practitioners with a useful point of focus for fostering such communities in different contexts.

A key area that was highlighted by the stakeholders was the exchange of knowledge across Europe, although this also applies at local and national level. The sport for social inclusion sector is very diverse and fragmented with organizations not all necessarily coming from the sport sector. Church groups, small charities, youth organizations, migrant organizations all play a role in delivering projects and therefore it is difficult to assess what best practice is out there. Opportunities for exchange at all levels were sought after and ways to connect organizations should be explored. This is also expected to lead to the formation of local partnerships, where organizations share resources, competences and knowledge that can make projects more sustainable.