



EDU:PACT

NEEDS-ANALYSIS REPORT

*Intercultural Education through Physical Activity,
Coaching, and Training*

31 December 2018

UNIVERSITY OF SOUTHERN DENMARK



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Overall introduction

Aim

General project aim

The project “*Intercultural Education through Physical Activity, Coaching and Training*” (EDU:PACT) aims at improving quality of pre-service and in-service education – to better prepare teachers and coaches to work with inclusive intercultural education in and through physical education and sport.

Work Package (WP) 2 aim

In WP2, the adjusted aim is to identify best available knowledge and generate expert-practice input related to the field of intercultural learning through physical activity and sport. Core WP activities are: Compiling academic knowledge and practical experiences for the further development of the project.

Target group

The final target group of the project is children and youth aged 5-17 from cultural minorities. There is a specific focus on target group activities/programs conducted in various institutional settings. Institutional settings refer to e.g. school contexts, after school institutions, sports clubs or other formal NGO's dealing with physical activities and in one way or another – intercultural education.

The target group of WP2 is the teachers/coaches/professionals responsible for reaching out to the population of children and youth mentioned above. The aim is to generate knowledge on how to best support the mentioned professionals in their coming or current practice dealing with physical activity and minority children and youngsters.

Structure of the Work Package

WP 2 consisted of three main activities: 1) a Rapid Evidence Analysis, 2) a Focus Group Interview with teachers/researchers at university/teacher education institutions, and 3) a Focus Group Interview with experts in the area. In the Rapid Evidence Analysis, the academic knowledge was collected whereas the more practically oriented knowledge and experiences was collected through the Focus Group Interviews.

Rapid Evidence Analysis (REA)

The REA aimed at identifying and assessing relevant literature within the area of intercultural learning through physical activity and sport. Using the knowledge obtained in the literature, the

further aim was to identify categories/areas of particular interest in relation to topics covered during the Focus Group Interviews with teachers and experts in the area.

Each partner institution was asked to forward existing knowledge within the area to University of Southern Denmark. Based on that information, SDU conducted the rapid/scoping/structured literature review of the field to further identify relevant literature. Both scientific and grey literature was included.

Based on the review, SDU produced a template for each partner institution to use during the Focus Group Interviews (see appendix 1).

Focus Group 1: Consortium Assessment

Each partner institution related to WP2 (University of Southern Denmark, University of Vienna, German Sport University, University of Thessaly, and University of Rome "Foro Italico") conducted one Focus Group Interview with relevant participants from the teacher education/university areas. Representatives at the Focus Group Interviews were individuals, who were teaching students about and/or carrying out research in relation to intercultural challenges in the inclusion of children through physical activity and sport.

Focus Group 2: Expert panel

Each partner institution related to WP2 (University of Southern Denmark, University of Vienna, German Sport University, University of Thessaly, and University of Rome "Foro Italico") conducted one Focus Group Interview with a panel of experts in the field. The phrase experts referred to individuals/organizations who work with/for the primary project target group. Examples could be entities working within after-school institutions, school clubs, formally structured physical activities in neighborhoods', refugee programs, school teachers etc.

Findings from the Rapid Evidence Analysis

The REA aimed at identifying and assessing relevant literature within the area of intercultural learning through physical activity and sport. A total number of 20 articles was identified based on information forwarded by partner institutions in the EDU:PACT project.

The area, best covered by the identified and collected material, is related to the effect of participating in sporting activities after school. The literature indicates, that physical activity and/or organized sports participation can have a positive effect on inclusion of children from ethnic minorities in terms of improved social capital (e.g. develop social network, making friends and reduce social isolation) and multicultural contact in general¹⁻⁵. Block and Gibbs (2017) identifies costs, transport, racism, and parents' wish for their children to focus on education as key barriers for immigrant and refugee children's sports participation. They, however, also identified key facilitators such as fee subsidies and a selected person who can link young people and their families into clubs and furthermore help with communication and transport⁴.

Selected studies also suggest that people active in sports more often engage in multicultural contacts compared to non-sports active people⁶. It is, however, also found, that participating in sporting activities is generally more common amongst the ethnically majority of children compared to children from ethnic minorities⁷⁻⁸.

A few studies are even more skeptical when it comes to the effect of physical activity/sport on inclusion of children from ethnic minorities. Among other things, one study indicates a need to be rather specific with tailoring activities in order to make them fit into a social inclusion context⁹, that it can be hard for children from ethnic minorities to understand and/or feel really integrated in the sport culture they are seeking to engage in¹⁰⁻¹¹, and that some sports environments might not be suitable as an environment in which to integrate children from ethnic minorities because they are not designed to meet the needs of children from ethnic minorities¹².

Finally, a few studies investigate the difference between doing sporting activities in an ethnically mixed setting compared to an ethnically separated setting on a variety of social aspects. The studies indicate, that both settings can improve social aspects amongst the participating children^{2,13}.

Three studies also investigate the in-school context related to intercultural learning. One study investigated the difference between regular PE lessons at school and PE lessons with a more integrative approach to identify the difference on social capital. The study concluded, that an integrative approach to PE lessons had a significant impact on learning, especially on social skills amongst pupils³. Another study investigated the intercultural competencies of teachers and concluded that the intercultural competencies can be strengthened if teachers participate in courses on promoting intercultural knowledge and competencies¹⁴. Furthermore, Grimminger also claims that educational programs should not only educate teachers in knowledge and techniques, but also train them in the ability to identify how their own educational “beliefs may impede their ability to teach equitably”¹⁵.

On the following pages, the needs-analyses conducted by each participating institution will be presented accordingly.

University of Southern Denmark

Background information

Out of Denmark's population of 5.770.000 people, immigrants and refugees and their descendants from non-western countries account for approximately 6,9% (2018K3)¹⁶. Several survey studies have found that immigrants, refugees, and descendants were less likely to be members of associations (both sports and non-sports associations) compared to ethnic Danes. One of these studies found that 79% of ethnic Danes were a member of an association whereas the numbers for immigrants and descendent respectively were 60% and 55%¹⁷. Another study found that children of non-western immigrants were less likely to do sports and exercise (61%) than children of ethnic Danes (84%)¹⁸.

Even though immigrants and their descendants do not participate as much in sports clubs as ethnic Danes do, it doesn't necessarily mean that they are not active in society. A study found that immigrants were more likely to be active in cultural, religious or political associations (36,7%) than ethnic Danes (4,3%)¹⁷.

Short description of the education system (at least to high-school level)

The Danish educational system consists of municipal primary and lower secondary school (6-16 years old), 3-year high school or 4-year vocational education. With a high school diploma, a student can apply for universities and university colleges. All education in Denmark is free of charge and after the student has turned 18 years old, he or she are offered a state educational grant (approximately between 130€-750€ per month) – also free of charge.

Further education/competence development within the area

When refugees arrive in Denmark, they are welcomed at an asylum center. In Denmark, it is mandatory for all children between 6 and 16 years of age to attend school which also applies for refugee children. Therefore, they will shortly after their arrival start attending the school at the asylum center. The focus in these schools is to prepare the refugee children to be able to attend a normal Danish public school when they are ready (and if they are granted asylum).

Instead of being placed in a regular class when they later attend public school, some of the Danish public schools have special classes for refugee children offering special educated teachers with competencies in teaching Danish as a second language together with knowledge and understanding for the traumas and challenges these children often have faced.

Background information on needs-analysis

To research the field of physical activity (PA) and integration the University of Southern Denmark conducted four semi-structured interviews with relevant coaches, volunteers and leading

scientists on the field. Most of them had worked with young immigrants or/and unaccompanied refugee boys and men between 15 and 25 years old.

Findings from the needs-analysis

Combining the Danish sports clubs and the culture of immigrants and refugees

The Danish sports club rely heavily on volunteers and a lot of support from the parents of the children in sports clubs. In Danish sports clubs, the parents often have a lot of small jobs during the season such as driving the children to practice, matches, and gatherings, paying the membership fee, providing sports equipment or supplying the team with snacks during and after matches or gatherings. Many of these immigrant boys have parents that do not have the time nor the money to help and/or do not see the value of this culture and therefore do not participate.

The Danish sports clubs only exist because volunteers agree to coach sports teams for a small amount of money or sometimes no money. One of the project leaders described how it was very important to let volunteers be volunteers. In some ghetto environments the volunteers sometimes must deal with missing membership fees and personal troubles with immigrants – in particular immigrant boys. One project hired two social workers who helped the local volunteer football coaches by taking care of everything else than the football practice itself. The hope was to keep the volunteers in the clubs and not to lose them because the volunteer work suddenly was a lot more than they could or wanted to handle as a volunteer coach.

The desire to win

Whether or not an immigrant or refugee boy or girl will get a chance to be integrated by participating in a sports club will often depend on his or her skills sport wise. If a local football club spots a talent they will often ask him or her to join their club to play for them and therefore he or she will get a good chance to meet ethnic Danes, get to know the culture of the sports club and build his or her network for the future. That is also why it is not all sports clubs that are suitable to work with physical activity and integration. The desire to win and having patience with the immigrant or refugee boys and girls are not easy to combine, and therefore sports clubs can lose them in the pursuit of winning.

How to create successful experiences with PA as a mean to immigrants and refugees?

It appears that the most important organizational factor for keeping young immigrant and refugee boys and men motivated for participating in physical activity or sports is a loose structure. Most of the knowledge identified indicates that these young boys and men are not used to planning when they attend physical activity or sports. Instead, they are more used to spontaneously organizing a football match by themselves.

One of the projects described how a loose structure was beneficial for refugee boys, because when there is not a certain time you have to meet, you cannot be late and get the feeling of bad consciousness when you cannot make it. When you cannot be “wrong” it eliminates situations that can lead to another experience of defeat which these immigrant boys and refugees often

experience daily. One project leader argued this point and explained how a tighter structure in a taekwondo club made a difference for young immigrants in Copenhagen. The project leader argued that because something was expected from them, the boys felt like they were a part of the club and community.

A place to meet

The majority of the projects described that both immigrants and refugees found it very hard to meet ethnic Danish people. One project leader described how it in Eritrea (Africa) is normal to talk to random people on the streets, wherever you are. Therefore, the Eritrean refugees (and other immigrant boys) experienced Denmark as a very “closed” country because Danes do not talk to strangers on the street. It is more common that Danish people meet new people at events, sports clubs, at work, or school. Since a great deal of immigrants and refugees are not participating in events, sports or clubs like the Danish people often do, they found it very hard to meet and connect with Danish people. This is one of the main arguments why physical activity and sports can be used to enhance the integration of immigrants and refugees. It provides a place or arena for meeting and connecting with people due to a common interest. All the projects involved agreed that the most important factor to enhance the integration was not the physical activity or sports in itself, but instead, the feeling of being a part of a community. Physical activity and sports are merely an arena to gather around and meet and connect with new people. One of the project leaders and scientist defined this as “the mutual third”. It’s not about you or me, but instead about the mutual third which we can connect and gather around – in this case, physical activity or sports.

Most of the projects also describe how both immigrants and refugees experienced that the community could help them find a job due to participating in organized sporting activities and therefore obtaining a bigger network.

Many of the projects agreed that physical activity and sports activities should be mixed with both ethnic Danes and immigrants/refugees. Though, one of the project leaders and scientist claimed that we should not be afraid of clubs founded and consisting of only immigrants. He had conducted studies that concluded that a Turkish founded club with almost only Turkish participants had the same beneficial factors as the ones with both ethnic Danes and immigrants. The participants still experienced trust, safety, being a part of a community and furthermore the participants could also use this community to find job opportunities.

Giving back to the community

Many immigrants and refugees describe that they very much want to give back to this community, that they often feel the community has given them a lot. One project simply asked refugee men if they wanted to help with the cleaning and maintenance of the mountain bikes at the club. Most of the participants wanted to help and enjoyed the experience of giving back and feeling important. The leader of the project described how they had to learn to give away the responsibility to the boys and trust them in order to make it work. Being a part of and contributing to a community gives the participants a sense of pride and recognition, that they usually do not receive anywhere else.

Recommendations from the needs-analysis

Recommendations - Organization of the education

- A module for university use should comprise 4-6 ECTS (elective module).
- Looking at modules with a leadership focus that is mandatory before this elective course.
- Content should be organized in 2 levels. 1) Initial teacher/coach training level/development/further teacher development. 2) Advanced level.
- Teachers especially wish for educational programs targeting knowledge (political and cultural), social competences such as empathy, flexibility, communication skills and conflict competences. Moreover, soft skills like human encounter and attitudes should be taken into consideration.
- Include integration/intercultural learning during PE lessons/recess/activities integrated in the regular teaching.
- Trainers and coaches wish for specific modules targeting group dynamics, soft skills and gender-orientated issues.

Recommendations - Content

- Combine sports activities from various cultural environments as well as create games and activities which combine elements from diverse cultural backgrounds to use such activities in teaching. This way, students can become more easily acquainted with their foreign classmates through physical education.
- Teachers need to understand the culture and the daily life of immigrants and refugees to make suitable sports activities for them. An important cultural factor is the need for a loose structure. Furthermore, teachers must work with creating activities and environments that can facilitate experiences of success for the refugees.
- When teachers are working with physical activity as a mean to integrate immigrants and refugees they must not be afraid to try out new or non-classical sports. Teachers or coaches must not try to squeeze immigrants and refugees into traditional sports but instead they should try to meet the immigrants and refugees and talk about what they like to do and if they can meet around something new. Trying a new and “smaller” sport is a good possibility to become one of the better ones faster than in a big traditional sport like soccer.
- Create opportunities for immigrants and refugees to give back to the sports society as a coach, referee or in another meaningful role.
- Teachers must be aware if they organize activities with boys and girls together. Some may refuse to participate.

- Women and physical activity can be used to get the women out of their apartments or houses, but it can be a challenge. Trying to cover the physical activity aspect as something else like a walk in the park could be really useful.

University of Vienna

Background information

In 2017, a total population of 8.795.073 people was living in Austria. 49.17% (4.324.737) were men and 50.83% (4.470.336) were women. The proportion of native Austrians within the total population was 84.45% (7.427.234) and non-Austrians made up 15.55% (1.367.839) of the total population¹⁹.

The total number of pupils aged 6-18 years in the school year 2016/2017 was 1.130.523. Foreign pupils, which refers to parents born in a different country, represented 14.5% of all pupils. The majority of pupils (20.81%) was seen in Vienna whereas the lowest number of pupils was detected in more rural areas such as Burgenland (3.09%) and Vorarlberg (4.90%). Simultaneously, the highest percentage (26,3%) of foreign pupils was recorded in Vienna while the percentages of foreign students ranged from 9.8% to 14.6% for all other states in Austria.

The distribution of nationalities in the school year 2016/17 was 85,5% Austrians, 2,40% Asians, 1,62% from other EU-States, 1,40% Turks, 1,27% Serbs and 0,51% Stateless²⁰. The federal ministry "Republic of Austria" (BMEIA) stated a rather high proportion of pupils with a migration background in Austria when compared to other OECD-States. While in Austria every fifth (20 %) student has parents, who have been born in a different country, the OCED average lies at 12.5 %²¹.

Every fourth Austrian is a member of a sports club. In total, this number refers to 31% of all men and 18% of all women showing a significant difference between gender and membership. However, only 14% of people with a migration background are members of a sports club. The significant difference between gender and participation also shows within this population. Only 19% of all men and 8% of all women are members. Fewer people with a migration background have a membership to a sports club, but those who have make use of the program offered by the sports clubs more often than people without migration background. Precisely, 78,9 % of people with a migration background participate at least once per week, while only 59,1 % of native people participate at least once per week²¹⁻²².

Educational System

Attending a school is compulsory for 9 years in Austria, covering children from 6 to 15 years of age. After 9 years of education, the children can choose between different types of schools within the educational system. The first 4 years of compulsory education are completed in primary schools. At the age of 10, children can choose between different types of schools: a general

secondary or new secondary school or the lower level of an academic secondary school. All school types comprise four educational levels.

After finishing compulsory education, the children can choose between vocational schools and the higher level of an academic secondary school going on for another 4-5 years until school leaving examination, called “Matura”²³. For further information, please see Figure 1 below.

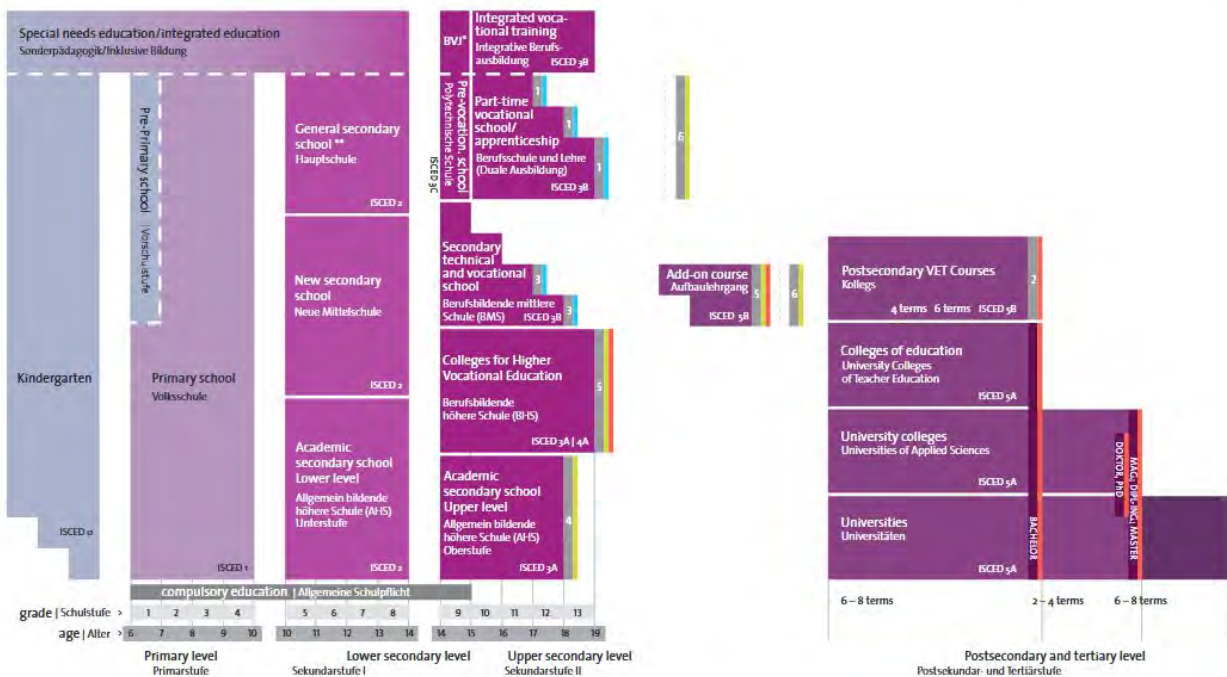
Physical activity in the educational system

Physical activity is scheduled for 2,5 hours/week in primary schools, 4 hours/week in general and new secondary school and 3,5 hours/week in lower level academic secondary schools. 4,5 hours/week are scheduled in higher level academic secondary schools. Furthermore, general secondary and higher as well as lower level academic secondary schools with a focus on physical activity and sport has 7 hours of physical activity scheduled per week²⁴.

The Austrian Education System

Das österreichische Bildungssystem

bm:uk Bundesministerium für Unterricht, Kunst und Kultur



Key Education System | Legende des Bildungssystems

Status: March 2013

- 1 Apprenticeship examination | Lehrabschlussprüfung
- 2 Diploma examination | Diplomprüfung
- 3 Leaving examination | Abschlussprüfung
- 4 Matriculation examination | Reifeprüfung
- 5 Matriculation and diploma examination | Reife- und Diplomprüfung
- 6 Higher education entrance examination (also including "apprenticeship diploma plus the upper secondary certificate") | Berufsreifeprüfung/Studienberechtigungsprüfung (inklusive Lehre mit Matura)

- Initial vocational qualification | Berufliche Erstqualifikation
- General higher education entrance qualification | Allgemeiner Hochschulzugang
- Higher-level vocational qualifications | Höhere Berufsqualifikation

- * Pre-vocational year | Berufsvorbereitungsjahr
- ** All lower secondary schools will be transformed into new secondary schools by 2015/16
Bis 2015/16 entwickeln sich alle Hauptschulen zu Neuen Mittelschulen

ISCED = International Standard Classification of Education

Figure 1: The Austrian Education System (BMBWF, 2018).

Background information on needs-analysis

Focus Group 1

In total, 13 school teachers and 3 sport coaches from very different districts and schools in Vienna have been questioned. The percentage of migrants at the respective schools varied from 10-90 %.

Focus Group 2

One interview, set up as a group discussion, was conducted at the Center of Sport Science and University Sports in Vienna on the 20th of September 2018. In total, 3 experts from different leading sports organizations (Austrian federal sport organization BSO, Sportunion and Austrian Confederation Sports Academy BSPA) took part in the discussion and shared their knowledge in respect to different fields of sport.

Findings from the needs-analysis

Focus Group 1

Background Information

The teachers and sports coaches reported diverse experiences dealing with problems related to children with a migration background and intercultural learning. Some teachers had problems with conflicts and difficult environments within the classroom whereas others did not seem to have problems at all. However, all teachers and coaches interviewed didn't feel prepared for the current situation and were not able to tackle the emerging conflicts successfully. In the interviews, the teachers and coaches mentioned intercultural competencies as a key to success in intercultural learning. They further explained, that intercultural competencies are related to knowledge and comprehension and may possibly result in fewer conflicts. Furthermore, they acknowledged that knowledge about politics and global development may result in a better understanding of group dynamics and behaviors. Since a lot of teachers and coaches face problems in their daily work and do not know how to deal with them, they ask that these aspects are included in the coach/teacher training program or in the coach/teacher education.

Interestingly, the interviewed people mentioned the possibility that integration could be facilitated through physical education and some of them also mentioned that more diversity in ethnicities

could bring a positive development for everybody. However, there seemed to be differences in the opinions towards migration between the respective teachers/coaches. Some followed a more conservative or assimilative mindset whereas others represented an open, sensitive and more multicultural opinion. An interesting finding from the interviews showed that current refugees or asylum seekers are not responsible for the problems that teachers and coaches face on a daily basis. It seems that migrants in the second or third generation to a larger extent are the problem because they like to stay within their own cultural group and therefore enhance separation and may raise nationalistic conflicts. Thus, a mixture of nationalities seems to be helpful for intercultural learning to happen.

Practical Examples

Like the difference in the opinion towards migrants, there are also differences in the handling or the involvement of the respective children during the physical education class. While some teachers/coaches take an “observer role”, others try to consciously engage these children in certain activities. Teachers/coaches, who enhanced the engagement of these children in games or other activities, reported an improved recognition and acceptance by others. Furthermore, rules and consequences appeared to be of great importance as well if applied to everyone regardless of gender, age or culture.

One teacher described a lack in body awareness in children with a migration background. The teacher stated, that especially through dancing the respective children were able to open up and share not only personal but also cultural aspects.

Experienced barriers and facilitators

The greatest barrier against intercultural learning seems to be fear. Furthermore, the teachers and trainers identified cultural traditions such as Ramadan or wearing a headscarf as other barriers. Additionally, language and communication as well as politics seem to negatively influence intercultural learning. Interestingly, they also pointed out that parents often hinder their children from taking part in school activities or do not show sufficient respect to the teacher.

In contrast, teambuilding activities and conscious engagement of the children seems to facilitate intercultural learning. Knowledge and comprehension of different cultures and traditions can dispel fear and work as a facilitator of intercultural learning. The interviewed persons also reported that age seems to be a mediator in the sense that the younger the age the better the outcomes with intercultural learning. Finally, as already stated above, rules and consequences seem to facilitate intercultural learning if applied correctly.

Focus Group 2

Background Information

All of our interview partners reported a lot of changes within their respective field of work in the past 20 years. Their field of work covered the federal sector, the educational sector and the practical sector with a focus on martial arts. Coming from various sectors, they have also described different problems within certain sports. For example, skiing hardly attracts children with a migration background whereas soccer or martial arts experience much more cultural diversity. Actually, our interview partner who is working in the field of martial arts reported an exclusion towards native Austrians resulting in sport clubs that only consist of a certain nationality. These sport clubs mainly consist of Chechens.

Moreover, there is an Urban-Rural discrepancy in the number of people with migration background. In more rural areas there are fewer people with a migration background and integration seems to work better than compared to urban areas.

Additionally, our interview partners reported difficulties in the participation in sports. These difficulties relate to religious purposes (wearing a headscarf, Ramandan etc.) and can additionally be caused by parents as they prohibit the participation of their children at school events (e.g. skiing course) and may result in dropout from sports at a very young age.

Practical Examples

Our interview partners stated that integration can work if an even distribution of ethnic groups is given and no minorities are present. Furthermore, certain rules (punctuality, hygiene, and discipline) and consequences must apply to everyone and additionally, a unified language must be used. Common goals also seem to facilitate integration. In general, our interview partners stated, that if you stick to rules, consequences and common goals as stated above, cultural differences can be outweighed. However, outweighing cultural differences is a major challenge as the culture is deeply rooted within the individuals. The different role of women in eastern countries and Europe is an example of this.

Some examples from martial arts showed that the attitude towards the country they want to live in is of great importance. Moreover, cultural and/or political conflicts between ethnic groups transfer to the sports clubs and needs to be prevented by the coach. Like the interview conducted in the school setting stated, staying among their own cultural group in sports clubs is presented as a barrier against integration. However, a proportionate distribution of ethnicities seems to reduce such problems.

In conclusion our experts stated that integration not only depend on the coach or content of the sports class, but also addresses to the willingness of the individuals of ethnic groups to integrate.

The Austrian federal sport organization (BSO) has implemented a training course for trainer and coaches targeting the problems associated with migration. The course takes place 3 times a year and there is room for 20-25 participants. Beside basic knowledge in social policy, the course also functions as a tool for communication and exchange of knowledge and experiences between trainers and coaches who face integration related problems on a daily basis.

Experienced barriers and facilitators

The greatest barrier to intercultural learning in sports clubs seems to be the disproportional distribution of ethnicities, cultural and political differences between ethnicities and nationalities. In contrast, leaders can function as a role model and therefore facilitate intercultural learning. However, as leadership can only work in a top-down dimension, we also must think of a bottom-up strategy if we want to enhance intercultural learning. Additionally, as already stated in the previous, knowledge about different cultures and religions can facilitate intercultural learning to a great extent. Interestingly, our experts reported that teachers, trainers and coaches with the same cultural background can also ease the process of integration and intercultural learning. However, caution must be taken as the equal distribution of ethnicities seems to play a major role in this process.

As language also contributes to this issue, it is worth noting that a non-profit organization based in Germany (DJK) has released a so called "Sport Dictionary" in which you can download instructions for various games in five different languages. You can access the Sport dictionary through this link: <http://sport-woerterbuch.de/en/>.

Recommendations from the needs-analysis

Focus Group 1

Needs/Wishes/Wants for an educational program

Teachers especially wish for educational programs targeting knowledge (political and cultural), social competences such as empathy, flexibility, communication skills and conflict competences. Moreover, soft skills like human encounter and attitudes should be taken into consideration. Also, the teachers pointed out that it is crucial to have an eagerness to learn from another without judgement. However, integration is a mutual process and therefore both sides must be trained in social competences.

Focus Group 2

Needs/Wishes/Wants for an educational program

Trainers and coaches wish for specific modules targeting group dynamics, soft skills and gender-orientated issues. Additionally, based on the training course implemented by the Austrian federal sport organization, trainers and coaches wish for a nationwide information network to exchange material and experiences.

Summary

In summary, teachers face various problematic situations in school and are not adequately prepared for them. Also, trainers and coaches deal with major problems like an exclusion towards natives within the sports club. Moreover, most of the problems seem to arise from migrants living in second or third generation and migrants who prefer to stay among their own cultural group. These problems get reinforced by nationalism. Regular participation in sports, whether in school or in the sport clubs, is limited by religious purposes (wearing of headscarf, Ramadan, etc.) and oftentimes restricted by the parents.

Our interviewed experts from school, sport clubs, and federal institutions wish for an enhancement of intercultural competencies including knowledge and comprehension (political and cultural), social competences, and soft skills. Social competencies in this context refer to empathy, flexibility, patience, conflict competencies and communication skills whereas soft skills refer to human encounter and attitudes, e.g. making room for the experience that we can learn from each other.

German Sport University Cologne

Background information

According to the Federal Statistical Office (Destatis, 2018), the German population in 2018 is 82.8 million (31.3.2018), with 19.3 million people having a migration backgroundⁱ (+4.4% in 2017). Moreover, 1.6 million refugees were seeking protection in 2016 with the most coming from Syria (455.000), Afghanistan (191.000) and Iraq (156.000). The Federal Statistic Office registered 112.211 new naturalizations in 2017²⁵.

Education system

Due to the cultural sovereignty of the Federal States (Bundesländer), the administration of schools are the responsibility of individual Federal States. Therefore, the concrete structure of the school system varies considerably, but common educational standards are increasingly being established. Most Germans are educated within the public system of education. Schooling in Germany becomes mandatory for children after their sixth birthday. Prior to this age, schooling is voluntary and is not generally a part of the public system of education²⁶⁻²⁷. The public system is divided into three general levels: elementary, secondary, and higher education as stated below.

Elementary/Foundational/ Primary School (Grundschule)

Elementary school goes from first grade through to fourth grade. From age 6 to about age 10, the students receive a foundational education. The curriculum is the same for all students, regardless of ability. Subsequently, parents along with teachers choose one of four levels of the secondary school for the child.

Secondary School

College Preparatory High School (Gymnasium)

Many German children go on to college preparatory high school from fifth through twelfth /thirteenth grade. Students who graduate from a gymnasium, earn the diploma called the Abitur and with that, they have the qualification to continue their studies at universities. Education at universities is divided into lower-level secondary schooling (Unterstufe), which encompasses the first 5 or 6 years of secondary education and upper-level secondary schooling (Oberstufe), which encompasses the last 3 years of mandatory education.

ⁱ A person has a migrant background if he/she or at least one parent did not get German citizenship by birth.

Technical Academic High School (Realschule)

Other children may go to technical academic high school from fifth through to tenth grade. The curriculum focuses on a mix of high-level vocational training and general education. After graduating, they can choose to continue to study at a gymnasium through to twelfth (thirteenth in some federal states) grade or to start learning a craft.

Lower Secondary School (Hauptschule)

Another choice is to go to lower secondary school from fifth through to ninth (tenth) grade. After graduating, students learn a craft, pursue an extended degree or enter the work force. The Hauptschule curriculum includes many job-specific classes.

Comprehensive school (Gesamtschule)

The fourth type of school offers an alternative to the traditional system that consist of choosing an educational track. In the comprehensive school, students of all academic interests from the practical to the theoretical are included under one roof. The Gesamtschule may be either cooperative or integrated. The cooperative Gesamtschule retains the traditional hierarchical structure by incorporating different educational tracks within a single school. This structure allows for differing abilities while providing for greater mobility across tracks. The integrated Gesamtschule do not work with tracks altogether but instead combines students with differing abilities in integrated classes. Students in these schools attend common classes in the fifth and sixth years, and thereafter differentiate into honors courses depending upon their performance.

With regards to education in school²⁸, in the school year 2016/2017, almost 788,000 migrants were taught at general education schools (allgemeinbildenden Schulen) in Germany, which corresponds to 9% of the total student population. The proportion of non-German primary school students was 10%, and 9% for lower secondary education (Sekundarstufe 1). In the case of upper secondary education (Sekundarstufe 2), migrant students were underrepresented with only 6%. In the 2016/2017 school year, 26% of students with foreign nationality attended a Lower Secondary School (Hauptschule), 22% of migrants attended a comprehensive integrated school (integrierte Gesamtschule) and 18% a College Preparatory High school (Gymnasium im Sekundarbereich 1). Further, 17% of the migrant students went to a Technical Academic High School (Realschule) and 11% attend a school with several educational programs.

Sport Clubs

Referring to the proportion of participants in organized sports clubs, the Special Eurobarometer Report on Sport and Physical Activity (European Commission, 2018, p. 49)²⁹ reveals that 23% of the German citizens are members in a sports club. More precisely and according to the German Olympic Sports Organization (DOSB) 23.79 million Germans are enrolled in such (2017). Boys aged 7-14 make up the largest percentage with 80.8%, followed by boys aged 15-18 years with 63.84%, and girls aged 7-14 years with 61.02%³⁰.

People with a migration background are represented in large proportions in club organized sports³¹. However, in comparison to people without a migration background, they are underrepresented in the club organized sport. The degree of underrepresentation varies according to age: children with a migrant background are the most underrepresented - their degree of organization is 16 % lower than that of native children. Furthermore, the gender differences are striking: Male migrants are significantly more active in a sports club.

Further education/competence development within the area

There are a couple of further education programs for coaches:

- IKUD Seminars (Inter-Culture and Didactics):
 - Several further education possibilities: [Intercultural coach](#), [Development of intercultural methods and concepts](#); [Intercultural Education in school & and intercultural competence](#) etc.
- [DOSB-Sport intercultural](#)
- LSB NRW: several further education development (i.e. [Fit für die Vielfalt-sport interkulturell: Flüchtlinge und Sportvereine-rechtliche und steuerrechtliche Aspekte: Inklusion & Sport, "Entschlossen weltoffen!" - Gemeinsam für Demokratie und Respekt im Sport](#))
- LSB Bamberg: [Fit für die Vielfalt-Interkulturelle Kompetenz im Sport](#)

For PE teachers the possibilities to take part in a further education program are very limited, nevertheless some activities are:

- SEK I and II: Vielfalt im Fußball (Diversity in Football), an outline from the Georg Eckert Institute
- Project "KICK for Social development"

Practical examples on how intercultural learning is handled within after-school activities

There are a lot of general examples of the integration of girls and boys with a (Turkish) migration background into PE lessons as well as into the club system. There is one concept/module available, which is about diversity in football as an opportunity for understanding, tolerance and

respect, but also as a possible trigger of conflicts. The module called “Vielfalt im Fußball” is about cultural and religious diversity in football clubs as well as football players with different sexual orientation.

The program “Kick for Social Development” is an after-school activity, where children in so called social economic disadvantaged communities in the area of the city Freiburg (South Germany) are provided with football activities. The program has three pillars: Kick for Girls, Kick for Boys, and Kick for Refugees. The sports offer is intended to create non-formal and informal educational spaces in which the children acquire basic sports-oriented playability and negotiate rules for coexistence and experience recognition and belonging. Kick for social development creates opportunities (sport) for educational activities in groups with children of different languages, religious affiliations, and migration experiences.

The NGO RheinFlanke mainly works in areas in around the city of Cologne, where migrants are located in economic disadvantaged communities. They work with a specific football approach and do not use the school environment for their projects, because of the structural limits (concerning time, group settings etc.). For example, Rheinflanke developed a program called HOPE for young refugees from 16 to 27 years old.

Background information on needs-analysis

The needs analysis is based on

- a) Three face-to-face interviews.
- b) The attendance of a workshop during a PE Teacher conference.
- c) Literature/ recent studies/ project websites in Germany about sport and intercultural learning.

Findings from the needs-analysis

Opinions towards physical activity as a tool to improve intercultural learning and inclusion in Germany

Although disagreement have been existing in Germany for a long time whether it is now to be regarded as an immigration country or not, yet a growing cultural diversity can be observed, which has an impact on many social areas. However, none of the societal sectors is discussed as controversially as that of the education sector.

All interview partners agree to the educational mission that teachers and coaches in clubs should increasingly carry out their task of integration in the context of intercultural competence development to ensure equal opportunities among the students, regardless of their cultural and social roots. However, it was stated, that maintaining equal opportunities still seems to be difficult for teachers and coaches. Children with a migration background disproportionately often have

difficulties in learning, which can often lead to low educational success and, consequently, to social decline due to the selective function of school.

There seems to be disagreement about what is meant by intercultural competence and how it can work within the school context. Especially for the refugee children, who are forced to go to schools in so called welcome classes, international classes, migration classes, transitional classes, language learning classes or introductory/preparation classes. Very much depending on the federal state, the learning groups have different names, but they all have the same goal: to help children and young people who are new in Germany and have little or no knowledge of German language. The goal is to support them in the beginning of their time in the country that is foreign to them and guide them carefully into the German school system. In North Rhine-Westphalia, for example, a language class of about 15 to 18 children and adolescents usually has half a teaching post. Teachers who are qualified to teach German as a foreign language (DaF) or as a second language (DaZ) do not just teach basic language skills for boys and girls of different backgrounds. They also help to ensure that the children in the class community feel comfortable, gain confidence and, over time, develop cohesion. It depends from federal state to another federal state if they have PE lessons or not.

Current practice of education in intercultural learning and physical activity in Germany

The interview partners from the PE Department of the German Sport University report that there is no practice in intercultural learning in the Teacher Education Programs at the GSU. The PETE programs are separated into the different school sectors and the overall education of future teachers is split into two phases: Phase 1 is about the theoretical knowledge in PETE at the University and phase 2 is the practical phase in schools (Referendariat). For Phase 2 the so-called "Fachseminare" are responsible and the interview partners confirmed that "Intercultural Learning" is an *implicit* topic there (when it became obvious from a practical perspective).

Looking at the German Literature, there is a clear theoretical definition: the declared goal of intercultural movement education is thus not to be found in the adaptation of foreigners to one's own culture, but in an appropriate way of dealing with the unfamiliar under "preserving one's own and other's claims"¹³². Thus, this theoretical approach takes a subject-related position, which presupposes as a prerequisite for intercultural understanding in sports (teaching) a basic human identity that is characterized by tolerance and empathy. The former colleague from the GSU, Ralf Erdmann, explains in this context that the goal of a subjective or identity-based intercultural movement education is to "recognize differences, to deal with them, to endure them and to gain them positive"¹³².

Another German Researcher and former colleague from the GSU, Petra Gieß-Stüber, mentioned the critical view of the immanent integration potential of sport to provide didactic demands for intercultural movement education. According to her, Physical Education in school offers numerous opportunities "to discover oneself, to situate oneself in the movement and to perceive others as different"¹³⁴. This recognition is intended to initiate an acceptance of otherness, which in the best case can derive positiveness from others.

All interview partners are skeptical about the existence of a current practice of education in intercultural learning and physical activity in Germany. A lot of colleagues follow the idea, to rely on the sport itself, because this per se initiates intercultural communication processes. Intercultural movement education is very often integrated into PE without a careful selection of content oriented towards the heterogeneity of the learning group and its appropriate staging.

Specifically, recent studies as well as the interview partners refer to certain topics that are to their opinion particularly suitable for "dealing with strangeness in a multi-perspective manner": Forms of movement, play and sport from different cultural areas, dance/dancing, and innovative pedagogy.

Furthermore, the interview partners mention that teachers and coaches should increasingly be made aware of intercultural situations in physical education in order to subject moments of experience of strangeness to constructive reflection and to avoid discrimination. Following each activity/ game it is therefore necessary to participate in a reflection phase that embeds the relationship of personal experiences in the context of the games' cultural background and the different experiences of classmates. For this purpose, competent teaching staff is needed, who themselves has a sensitivity for experiences of foreignness.

All interview partners agree that the place of school (either during the PE classes or during extra-curricular activities) in itself offers very good opportunities for such an educational orientation rather than in sports clubs, but PE teachers need a reflective attitude (which is sometimes missing). Therefore, they should be the target group of the proposed modules.

The societal-oriented approach of integration through sport operates as the only offensive with the concept of sport, referring to the "competitively institutionalized and internationally standardized sport"³². This is attributed to a natural power of integration that enables social participation through sportive action. This is addressed especially in the club sports, however, approaches of this program were also transferred to school sports.

All interview partners agree that a successful implementation can only be done if competent and equipped teachers initiate this pedagogical process. For them, sport itself cannot per se initiate an improved participation in society. In Germany there are currently few empirically proven concepts of intercultural competence in school sports. The studies of Grimminger et. al. (2017)¹⁴ and Gieß-Stüber & Grimminger (2008)³⁵ recommend the following four aspects:

- In the context of school sports, knowledge components include, for example, the knowledge of physical strangeness or the knowledge of culture-typical manifestations of games. Attitudes and beliefs may, for example, refer to the understanding of integration of the respective teacher.
- *Mediation skills* are primarily in the staging of physical education action-guiding and describe the ability to prepare the knowledge of typical cultural games didactically appropriate.

- The ability to interact can ultimately be understood as *communication and conflict skills*, or as the ability to respond empathically to experiences of foreignness and to engage in a reflective-productive exchange with the pupils in physical education.
- Moreover, it is the *social setting* that decides to what extent an appropriate approach to cultural heterogeneity can be successful. So social and educational structures, which are oriented to openness and tolerance, and signal a willingness to integrate in principle, are necessary.

Experienced barriers and facilitators for thinking about/using physical activity as a tool to improve intercultural learning.

Expected barriers are:

- PE in schools is based on the different regional curricula (separated into states). PE in school does not have any special integrative effects. Positive relationships between German children and children with a migrant background would even decrease significantly with increasing age. The relationship of the social oriented approach to sport in the narrower sense, which is characterized primarily by the code victory/ defeat, leads in no further pedagogical differentiation. Therefore it leads rather to segregation than to integration.
- Physical education, which in contrast to non-school sports offered is not characterized by voluntarism.
- Intercultural trained coaches are missing in the sport club structures – how to integrate them?

Recommendations from the needs-analysis

The following recommendations are based on the needs-analysis:

In general:

- Integrate a more theoretical approach. To be used in the module as well as a prerequisite before the module
- Identify key terms and agree on common definitions with the EDU:PACT consortium.
- Define competencies and learning outcomes.
- It is not necessary to distinguish between the Coach/PE Teacher. We are talking about more general modules. The topics are quite general and can be applied into different settings.
- A module for university use should comprise 4-6 ECTS (elective module). Looking at modules with a leadership focus that is mandatory before this elective course.

For Physical education/coaching:

- The afterschool settings are the best context to use physical activity as a tool for integration/ intercultural learning.
- It is important to work with ethnically mixed groups.
- Include integration/intercultural learning during PE lessons/recess/activities integrated in the regular teaching.
- Content should be organized in 2 levels. 1) Initial teacher/coach training level/development/further teacher development. 2) Advanced level.

University of Rome “Foro Italico”

Background information

Total population, number of immigrants in the country, proportion of participants in organized sports clubs.

According to the Italian National Institute of Statistics (ISTAT), the resident population estimated per 2018 (January 1st) is 60.5 million people, including 5.6 million foreign citizens (8.4%).

The 2017 net migration rate was +184.000 more than the previous year with a number of +12% and -2.6% of inflows and outflows, respectively. Out of the 337.000 registrations from abroad 292 thousand (+10.9%) concerned individuals of foreign nationality, while repatriations of Italians were 45 thousand (+19.9%) (source: ISTAT, 2018)³⁶.

According to the Italian Ministry of Interior the number of migrants landed in Italy from January 1st to the November 30th 2018 were 23.011, of which 12.976 migrants arriving from Libya (source: Italian Minister of Interior, 2018)³⁷.

Since 2002 in all country is active the Protection System for Asylum Seekers and Refugees (SPRAR), created under the umbrella of the Italian Ministry of Interior, the National Association of Italian Municipalities (ANCI) and the UNHCR. The SPRAR has three main characteristics: 1) public nature of the resources and local synergies with managing bodies and voluntary sector organizations (associations, NGOs and cooperatives); b) geographical decentralization (all country) of the ‘integrated reception’ actions; c) promotion and development of local networks, with the involvement of all stakeholders. According to SPRAR the amount of local reception projects available at July 2018 has been 35.881 projects, of which 31.647 ordinary, 3.500 for unaccompanied minors and 734 for people with disability or mental disorders (source: SPRAR, 2018)³⁸.

Regarding the proportion of participants in organized sports clubs, according to the 2017 report of the Italian National Olympic Committee (CONI), with data from 2016, the 45 National Federations (FSN) and 19 Associated Disciplines (DSA) registered 4.580.000 athletes, with around 70.000 clubs and 1 million people acting as managers, referees, and collaborators (source: CONI, 2018)³⁹.

Education system

The Ministry of Education, Universities and Research (MIUR) is responsible for the national education system, the Italian universities and research agencies.

Italy has both public and private education systems. The Italian public school system is free for all children regardless of nationality. Education is compulsory from 6-16 years of age, and is divided into five stages:

- 1) pre-school (*scuola dell'infanzia*), from 3 to 5/6 years
- 2) elementary school (*scuola elementare*), from 6 to 11 years
- 3) middle school (*scuola media*), from 11 to 14 years
- 4) high school (*scuola superiore*), from 14 to 19 years
- 5) university (*università*).

The high school system is structured in:

- a) Lycée system (*Liceo*) for: classical studies, scientific studies, foreign languages, art, human sciences, dance and music;
- b) Technical high schools (*Istituti Tecnici*);
- c) Vocational high schools (*Istituti Professionali*).

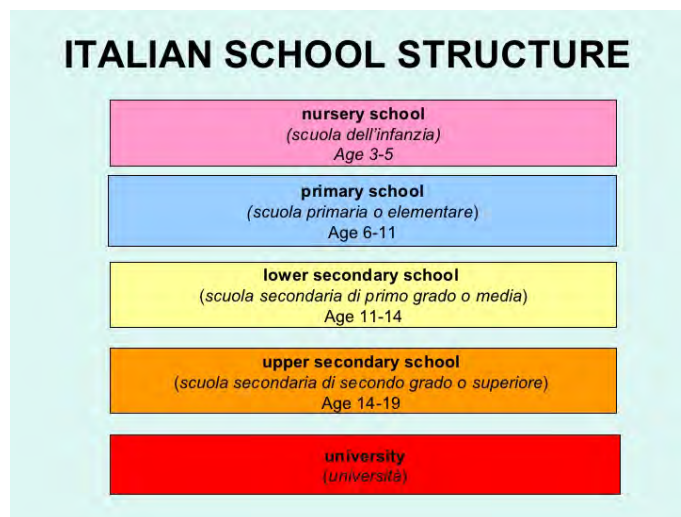


Figure 2: The Italian Education System (BMBWF, 2018).

According MIUR (data 2014/15), the country from where the largest number of foreign students arrived in schools of all levels was Romania, followed by Albania, Morocco, China, the Philippines, Moldova, India, Ukraine, Peru, Tunisia and others. During the 2016/2017 school year the students of migratory origin present in Italian schools were approximately 826.000 (+ 1.38% compared to the previous year). The primary school absorbs the largest number of students with non-Italian citizenship.

Overall, 19.4% of schools did not have any foreign students; 59.4% had a percentage of students with non-Italian citizenship up to 15%. 15.6% have had between 15% and 30%; in the remaining 5.6% of schools, the presence of students with non-Italian citizenship was more than 30%⁴⁰.

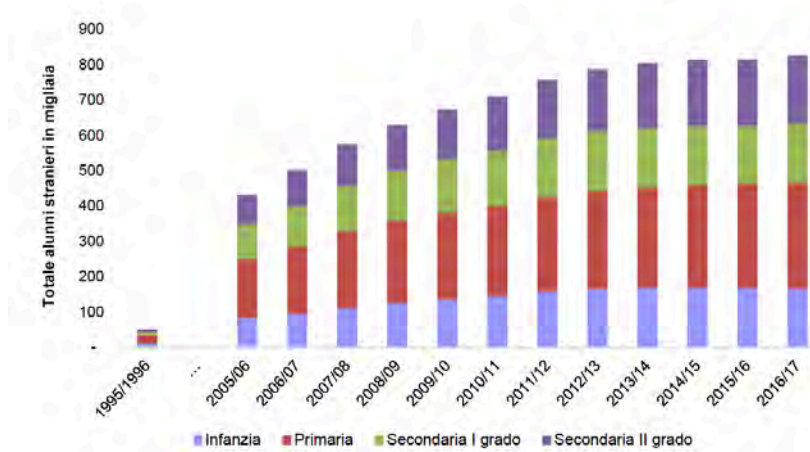


Figure 3: Distribution of foreign students. Legend: "infanzia"=pre-school; "primaria"=elementary school – "Secondaria I grado" =middle school; "Secondaria II grado"= high school.

Background information on needs-analysis

Number of interviews and Participant characteristics

According to the Work-package 2 of the EDU:PACT project have been conducted two focus group interviews (N=16):

- a focus group interview with teachers/researchers at university/teacher education institutions (N=8), which has involved 4 professors/researchers from the University of Rome "Foro Italico" and 4 PE teachers from the schools of Rome and Province. The four teachers/researchers of the university had a PhD degree in Sport Science, while the four PE teachers had a former degree in Physical Education (currently equivalent to the degree in Sport Science);
- a focus group interview with a panel of experts in the field (N=8), which were all experienced coaches with the fourth level of SNaQ (qualification system related to the European Qualification Framework (EQF) for the use of the European Credit system for Vocational Educational Training).

Findings from the needs-analysis (summary of answers)

Focus Group 1: Consortium Assessment

Background information

In general terms, a regular practice of physical activity/sport can improve attention, memory and cognitive abilities in general as well as it can play a supportive role for people with specific learning disorders.

Physical activity/sport is seen as fundamental to promote integration, involving members of minority groups in a natural and spontaneous way without prejudice. It stimulates the learning of adequate social skills and teaches how to interact with others and respecting rules and intercultural differences.

Before the effects of the verbal language can be used it is the body language that helps with knowledge of the others and integration. In this sense, physical activity/sport can facilitate cultural integration by encouraging non-verbal language. Through physical activity it is possible to design alternative learning paths able to facilitate the process of relationships among individuals, regardless of the nationality and the difference of cultural identity of the country of origin.

In this sense, the use of physical activity as a tool for integration/intercultural learning is highly recommended and the most applicable context is the compulsory school and the education one in general (including universities).

After-school setting

After-school setting should be supported and shared by families and institutions/social bodies and promoting family's integration and involving families in social activities. In this regard, having an ethnically mixed context helps and it is very important since groups characterized by a "dominant ethnicity" (it doesn't matter whether it belongs to the majority or minority ethnic groups) can be an obstacle. Thus, this aspect should be considered relevant also in presence of groups with a majority of non-Italians. It is common to see that ethnic minority children are typically less active in sports clubs compared to children from ethnic majority.

In-school setting

At school level, first of all PE teachers then the other teachers and school managers are strongly stimulated to plan and run different projects of integration through the practice of sport and physical education. In this sense, there is a higher involvement of public schools, rather than the private ones, even if it is not possible to detect "a priori" a discrimination between public and private sectors.

Despite this, the integration process in Italy is quite present and structured in the schools' programs. It could be improved if different school sectors (professional figures) are involved. Instead they are mainly counting on the personal motivation and good services of the PE teachers. A practical solution could be to organize intramural tournaments with teams composed by mixed ethnics as well as promote mixed study groups.

Facilitators and barriers for using PA as a tool

A positive learning environment characterized by a lot of different activities and ideas could facilitate the learning through fun as well as some activities can help in deconstructing stereotypes and reformulating new points of view. In this respect, the frequent use of team sports games can facilitate the integration process.

Needs, wishes, wants for an educational program

One important thing that should be done to change the status quo is improving the awareness of diversity through the knowledge of the others, as well as the peculiarities and characteristics of different ethnic groups. Also in this case physical education can be very successful to help people understanding their own and other individual's limits. In fact, the most important outcome is to learn how to give and receive help from others.

Through physical activity/sport the intercultural learning and integration can reduce any kind of diffidence towards the knowledge of the "others". Both future teachers and PE teachers should receive a specific education for intercultural and integration, which should be included in the studies curriculum at any educational level.

Focus Group 2: Expert Panel

Background information

All the interviewed experts have indicated their own level of experience from "medium" to "high". Some of them also mentioned experiences as PE teachers at schools, others with the sole coach experience at national level. The experts suggested to identify the main characteristics of ethnicity in order to have a deep knowledge of the athletes and their families. Indeed, evident differences between ethnicities can exist. The percentage of students/athletes from minorities within the same group is important to be aware of. Especially, in some geographical areas of Italy where the PE teacher "himself" can represent "a minority" in a group with a very high majority of non-Italians.

After-school setting

To have a practical example on how integration and intercultural learning in an after-school setting is currently working you can look at the activities offered. A very important aspect is to offer activities (e.g. popular games and sport disciplines) that are very popular and practiced in the

country of origin of the athletes/students from ethnic minority groups. Sharing of physical contact, time, spaces, common rules and respect for the principles of a sport discipline, and how to be practicing martial arts could facilitate a natural integration. However, the personal experience of the coach/teacher is a determinant for the integration process, and one key to succeed is to give high attention to the discovery of terms and words of native languages of the minority groups.

Sport is a language that allows everyone to express themselves without limits of language, ethnicity, socio-economic level or other barriers. Practicing sport, the belonging to the "same team" reinforces the feeling of "belonging" and helping to overcome barriers (i.e. identity, shyness, etc.). The use of games and activities should be a very frequently used because it is the logic of the game itself that allows the student/athlete to explore the encounter with diversity, in a neutral environment. The Olympism and the knowledge of its stories can also represent a very effective example of intercultural model.

A sports club is the ideal place to promote inclusion. Sports clubs should be promoters in teaching the principles of the game, as well as how to practice and compete with fair play, which is a natural opposition toward discrimination and a very effective tool for inclusion.

In many occasions, the sports clubs are very effective to teach an inclusive spirit that moves in the direction of "sport for all".

In-school setting

The presence of people coming from 'far away' allows us to gain experience about games that are less known in Italy (and vice versa). Physical education classes, with its richness of games and activities, have the aim of avoiding discrimination of ethnicity and races. The presence of people coming from different cultural and social contexts allows the other students to experience games and sports that are not common in their local/national culture. However, the education system in Italy should recognize the physical education more, since it has a huge potential to facilitate integration. Of all activities, team sports seem to have a clear advantage over individual sports in the question of facilitating integration.

However, there is still a lot to do. Indeed, much more could be done through targeted projects in collaboration with sports clubs. Furthermore, the teacher is a central figure in succeeding, while limitation of budget can be an overall limitation. The schools also represent an important moment of aggregation, without the mediation of families that can sometimes be negative. Finally, the university system should provide a cultural inclusion path for adults.

Facilitators and barriers for using PA as a tool

An aspect that can obstruct the delivery of physical activity/sport with an integrative and intercultural approach is the deliberate lack of acceptance of the basic common rules from the pupils, especially if this lack is strengthened by the beliefs and behaviors of the parents. In this case there is a need for a cultural mediator that allows coaches and teachers to reach a common agreement.

The exchange between different cultures is always positive. Surely it could be beneficial if sports clubs become very sensible on these issues.

The coaches/teachers motivation to deepen their own knowledge and a dialogue/exchange with colleagues can be certainly very helpful. In general, the level and quality of education, personal experiences and a certain "laic philosophic vision" devoted to mutual comprehension allows thinking and implementing physical activities, sports and physical education with an integrative and intercultural approach.

Finally, considering the resources necessary to facilitate and improve the process, the economic factor can be also very determinant to succeed.

Needs, wishes, wants for an educational program

The presence of a historical climate of social and economic difficulties/uncertainties is the perfect humus for the grow of a ground of ignorance, distrust, fear and discrimination. The continuous education at all levels on one hand, and political choices aimed at a sustainable development on the other hand, are the useful tools for a change of the status quo.

The school system should facilitate the collaboration with the sport system (clubs from national federation) opening, for instance, more frequently their facilities to the practice of activities focused on integration (mainly sport for all, which has a greater value for integration, than competitive sport).

Further, provide scholarships not only for the most gifted athletes in terms of performance, but also for specific programs of integration, combined with advertising campaigns from public bodies and national sport federations. Such campaign of information could be very effective especially in rural geographical areas and very small towns, where there is less opportunity and direct knowledge about these themes.

Recommendations from the needs-analysis

The multicultural education of teachers and coaches is the most important goal to reach in order to face all the challenges posed by a growing multicultural society. Among the contents of a such education, the comprehension of religious and gender-orientated issues play an important role,

together with the management of "group conflicts" and "group dynamics", as well as many other soft skills (communication, empathy, etc.).

As practical solutions have been proposed:

- Introducing specific courses (initially as elective courses), at university level, in order to educate a specific figure of teacher/coach with multicultural skills;
- Improving the education of teachers/coaches with specific knowledge about the background of different area of the world, mostly related with migration (a kind of "introduction" to geopolitical aspects), in order to enrich the communication with minority groups.
- Organizing the activity based on ethnically mixed groups.
- Enlarging the offer of sport activities, including those from the countries of the minority groups.

University of Thessaly

Background information

- Total population in Greece is 10.757.300 people
- The number of legal migrants in the country is 557.000 people
- There is no official report of the proportion of participants in organized sports clubs.
- The Greek education system consists of nursery stations (age 2-6), primary school (age 6-12), gymnasium (age 12-15), high school (age 15-18). Primary school and Gymnasium are compulsory for all Greek children.
- Greek whole educational system teach physical education about 2 hours per week in average.

Background information on needs-analysis

- Number of interviews (14 interviews – 7 with academic staff and 7 with P.E. teachers)
- Participant characteristics (1 focus group with 6 university researchers and 8 individual interviews with 1 university researcher and 6 P.E. teachers)

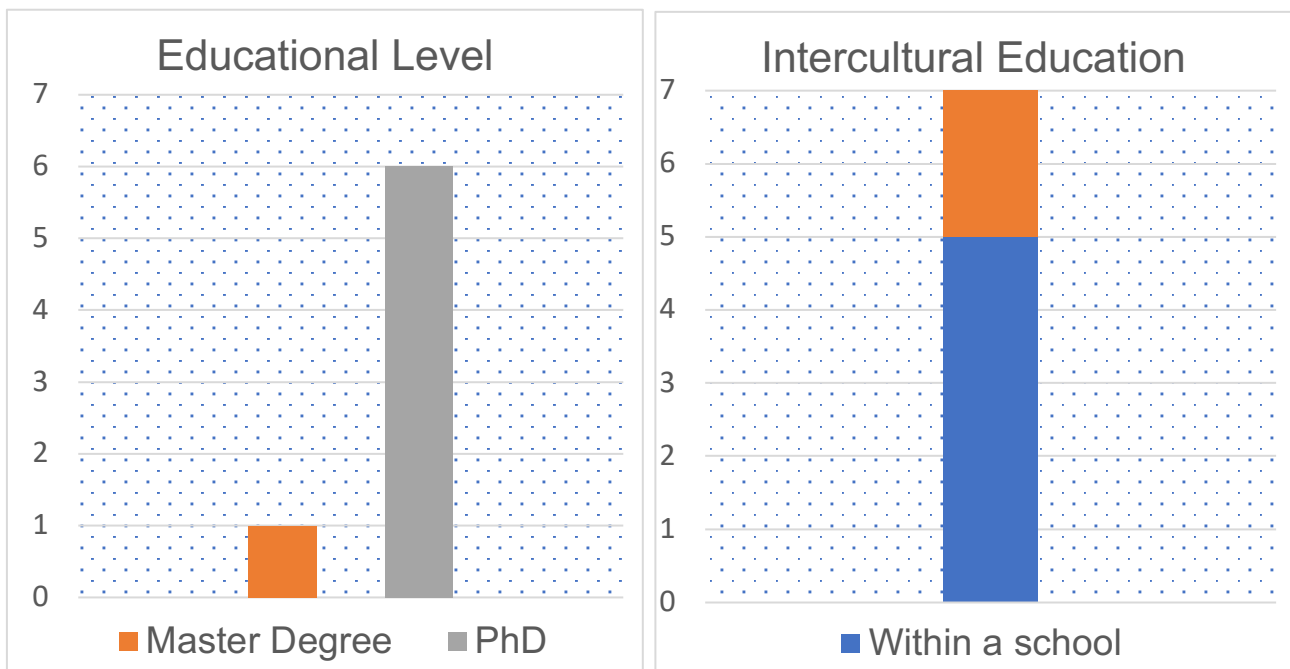


Figure 4: About academic staff

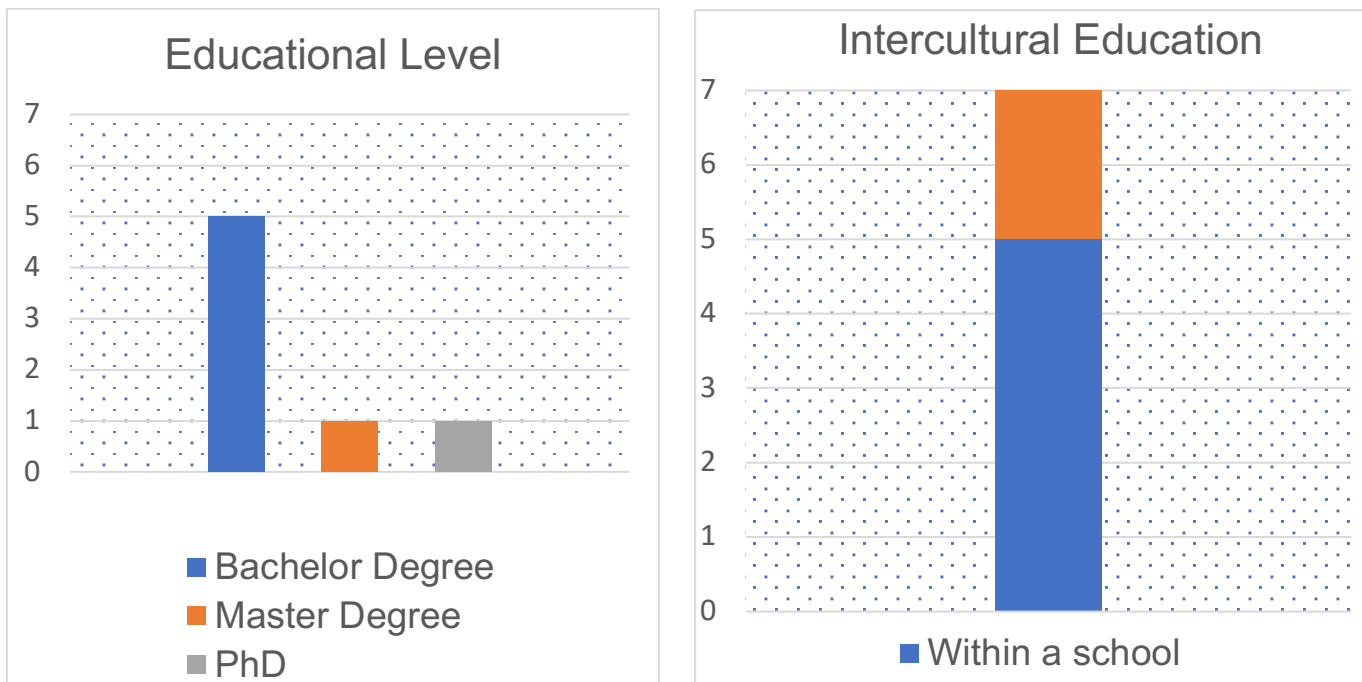


Figure 5: About PE teachers

Findings from the needs-analysis

Background information (Connection of P.E. and intercultural education)

The first thematic unit referred to the investigation on the interviewers' beliefs regarding whether there is a relation between intercultural and physical education and, if so, what the reason behind this connection is. 100% of their responses indicated mutual agreement on the existing connection between intercultural and physical education since we are part of a multicultural society and physical education as a subject makes use of team spirit, motion, sports activities, rhythm, without requiring extensive language use for communication. Instead of language, we can use coded signals, simple words in a commonly spoken international language, or even body language.

Values such as respect, responsibility and cooperation can be easily developed through physical education, regardless of the individual's cultural origin. Thus, the physical education course is more accessible to foreign students compared to other subjects in school and, not only it is easier for them to participate, communicate, learn the rules, develop behavioral patterns and be entertained, but this course also facilitates the children's integration and participation in the other subjects at school.

After – school setting

Participation in sports clubs is not always helpful because many times conditions which may lead to tension and disagreement thrive in competitive sports. This creates a negative mood for the team members, let alone for individuals originating from a different culture. Additionally, the participation of foreign students in sports clubs is not that common, mainly due to financial reasons or commuting problems, both of which make it even more difficult for them to join such clubs. The important aspect is to think of sports clubs as a decent solution for facilitating the integration of foreign students, only with the appropriate training of coaches in heterogeneity affairs and only under an atmosphere promoting mutual support and mutual assistance, to help with any feelings of insecurity that foreign students may initially exhibit.

In – school setting

The school is in fact an environment appropriate for working with the integration of students from diverse cultural background. This integration is successful thanks to the organization which is evident in schools, since students are taken care of by teachers, who have knowledge and experience in the field of pedagogy. What is more, the ongoing interaction with individuals coming from various cultural environments profits both students and teachers. All the reasons above contribute to a fair treatment of foreign students at school, which transforms into a suitable place for their integration.

There is a common understanding that no teachers were prepared for such a sudden upsurge of incoming foreign students, excluding second and third generation immigrants living in the country. Foreign students were hesitant at first, even if most of them were siblings and shared the same desk two at a time, four at a time and so on, they eventually participated after a short time, meaning that foreign students initially form small parties and then they gradually try to participate. This is due to lacking knowledge of the host country's language, due to inhibitions always coming from new situations as well as due to traumatic experiences in the past that those students may have, especially when talking about immigrants.

Moreover, many of those students' parents consider the host country as a temporary residence, so not only do they fail to pay particular attention to their children's school integration, but sometimes they even impede such procedures. The native students' parents are sometimes concerned about their children's school progress during the interaction with foreign students and they can have a negative influence on their own children as well as their attitude towards their peers.

Facilitators for using P.E. as a tool

The key elements that facilitate the use of physical education as a tool for the better integration of foreign students are the nature of physical education which helps the direct interaction between people. The rules governing most courses are universal thus easily comprehensible, but in physical education language use is less required and children act spontaneously making it easier to develop sportsmanship.

Barriers for using P.E as a tool

- Insufficient teaching training
- Different languages
- Foreign parents' prejudice
- Few teaching hours
- Lack of appropriate logistical infrastructure
- Native parents' prejudice

Recommendations from the needs-analysis

The teaching staff, and especially those involved in physical education, are in want of further competences to support intercultural education. The expectations of a properly configured educational system lie in a basic theoretical background under the scope of heterogeneity, based on the diverse minority groups they may encounter and on matters concerning the religion, the inter-gender affairs and the sports culture of minority groups. Further down the line, a formalized annual qualification program for each level in the educational system is desirable. Based on investigations of different sport cultures and culturally-based interactions, sports activities from various cultural environments should be combined, and games and activities, piecing together elements from diverse cultural backgrounds, could be developed for use in educational situations. In this way students can become more easily acquainted with their foreign classmates through physical education.

Recommendations for subsequent WP's in EDU:PACT

General/other/overall recommendations

In general, the EDU:PACT consortium should identify key terms and agree on common definitions within the area intercultural education in relation to physical activity, training and coaching. The common terms can be elaborated using the literature. The focus is to internally agree on who and what we specifically are talking about.

Further, it could be an idea to develop some kind of a "sports behavior dictionary" to be used in each country when testing the modules in order to have a common understanding and benchmark for the area.

Besides thinking intercultural learning as a relationship between the teacher/coach, children and youth, it is also very important to include the parents, as they are generally seen as a great barrier when promoting the area. The teacher/coach must establish solid relations to the children and their parents in order to succeed. Therefore, the child and parent perspective must be taken into consideration when developing the modules.

A final general recommendation is related to video material as an initial, online introduction to the modules.

Recommendations concerning the structure/ organization of module(s)

In developing the modules, it should be considered, whether we are aiming at a classical weekend program for teachers/coaches; whether to organize the content in several levels (initial, further or advance level of development of teachers/coaches for instance); and whether the modules are targeting both teachers and coaches simultaneously or separately.

It is not necessarily important to distinguish between the teacher and coach since the main topics are quite general and can be applied into different settings. Therefore, more general modules could be a preference. To a great extent, this opens for cooperation between sports clubs, schools or after-school centers which can be very beneficial.

The modules should aim at working with ethnically mixed groups and the competencies and learning outcomes for the modules should be defined and clarified very early in the process. Not

only practical education but also theoretical aspects should be part of the modules. Both afterschool, in-school and sports clubs are usable areas to use physical activity as a tool for integration and intercultural learning.

If possible, it could be an idea to look at any existing approaches from the NGO sector or equal to identify partners who are willing and able to assist program implementation.

It has been discussed, that we should aim at 4-6 ECTS modules based on three aspects: 1) theoretical knowledge, 2) soft skills like human encounter and attitudes, and 3) concrete competencies like knowing which activities fits the group etc.

Further down the line, an officially proposed annual educational program focusing on the various cultural foundations for each level in the educational system is desirable.

Recommendations concerning the content of module(s)

Recommendations related to the competences achieved by the PE Teacher/coach within the modules

A term like *leadership* is, by the teachers/coaches, considered to be a core competence. This could be a main focal point for the modules – either as a stand-alone or as an integrated part of modules targeting other subjects.

Further, it is a wish among teachers/coaches to have modules targeting knowledge about politics, religion, and culture issues in general, social competences such as empathy, flexibility, communication skills and conflict competences and soft skills like human encounter and attitudes. Teachers/coaches need to understand the culture, and the daily life of immigrants and refugees to make suitable sporting activities for them. Furthermore, teachers must work with creating activities and environments that facilitates experiences of success.

The teachers/coaches would also appreciate specific modules targeting group dynamics and gender-orientated issues. Gender difference is considered important: In some cultures, for instance, physical activity is mostly perceived for men only. Physical activities can be framed as a walk in the park for socializing rather than for being active itself - in order to make it possible for women to participate. Teachers must generally be aware if they make activities with boys and girls together since some may refuse to participate on that basis.

Recommendations related to the activities being included in the modules

When teachers are working with PA as a tool to integrate immigrants and refugees they should not try to squeeze immigrants and refugees into traditional sports, but instead try to facilitate that immigrants and refugees talk about what they like to do and if we can meet around something new. If trying a new and “smaller” sport, there is also a good possibility that the children a lot faster become one of the better ones than in a big traditional sport like soccer. If becoming one of the “the better ones” children can experience a feeling of empowerment which can be very important for these immigrants and refugees.

Through the investigation of different sports cultures it would be helpful to combine sports activities from various cultural environments as well as create games and activities combining elements from diverse cultural backgrounds.

A final recommendation, that has been raised, is that is must be considered whether to use loose or tight structure when organizing activities for refugees. For some refugees, the very tight structure as seen in many sports clubs (for instance soccer practice every Tuesday and Thursday at 8pm) is a barrier for participation. For others, it works. Therefore, different loose/tight structure approaches must be established when organizing activities including refugee children.

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Appendix 1

Focus Group 1: Consortium Assessment

Each partner institution related to WP2 (University of Southern Denmark, University of Vienna, German Sport University, University of Thessaly, and University of Rome “Foro Italico”) conducts one Focus Group Interview with relevant participants from the teacher education/university areas. Representatives at the Focus Group Interviews must be individuals, who are teaching students about and/or carrying out research in relation to intercultural challenges in the inclusion of children through physical activity and sport

The Focus Group Interview should include 6-12 participants.

Interview template - Focus Group 1: Consortium Assessment	
Topic/Category	Questions
Background information	<p>Educational level, occupation, in-school/after-school educator, beliefs on the correlation between physical activity/sport and intercultural learning/integration/social skills/social competencies.</p> <p>To your belief, how is physical activity and intercultural learning/integration related?</p> <p>In which context it is most applicable to use physical activity as a tool for integration/intercultural learning?</p>
After-school setting	<p>How can after-school settings work better with integration/intercultural learning during sporting activities?</p> <p>Does it matter, whether the sporting context is ethnically mixed or ethnically separated? (Studies show that it makes no difference in terms of social capital cf. Janssens & Verweel, 2014 & Walseth 2016).</p> <p>According to some studies the ethnically minority children are typically less active in sports clubs compared to the ethnically majority of children. Is that the case in your country? Why do you believe that is/ is not the case?</p>
In-school setting	<p>What is the status quo on working with physical activity and intercultural learning/integration in your country? Why is it like that?</p> <p>How can school settings work better with integration/intercultural learning during PE lessons/recess/activities integrated in the regular teaching?</p>
Facilitators and barriers for using PA as a tool	<p>What hinders or facilitates integration/intercultural learning aspect in physical activity settings? Why is that an issue?</p>

Needs, wishes, wants for an educational program	<p>To your knowledge, what needs to be done to change status quo? What kind of educational development is missed in order to improve quality in practice?</p> <p>Do you have any particular needs/wishes/wants towards the area, that you believe would improve the intercultural learning and integration using physical activity?</p>
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Focus Group 2: Expert panel

Each partner institution related to WP2 (University of Southern Denmark, University of Vienna, German Sport University, University of Thessaly, and University of Rome “Foro Italico”) conducts one Focus Group Interview with a panel of experts in the field. By experts, we refer to individuals/organizations who work with/for the primary project target group. Examples could be entities working within after-school institutions, school clubs, teachers at schools, formally structured physical activities in neighborhoods, coaches in organized sports relations, refugee programs etc.

The Focus Group Interview should include 6-12 participants.

Interview template - Focus Group 2: Expert Panel	
Topic/Category	Questions
Background information	<p>Educational level, occupation, in-school/after-school educator, beliefs on the correlation between physical activity/sport and intercultural learning/integration/social skills/social competencies.</p> <p>What is your experiences with educating children from ethnic minorities? Compared to native children in your country?</p>
After-school setting	<p>Practical examples on how integration and intercultural learning in an after-school setting is currently working.</p> <p>Does sporting activities work as a tool for integration and intercultural learning in terms of: social capital, making friends, develop social network, reduce social isolation? How? Why?</p> <p>Do you experience, that the sports club is a good arena for inclusion to occur? Why? How?</p> <p>Is cultural inclusion a topic of interest/importance when doing PE/Sports at your school/sports club? Why? How?</p>

<p>In-school setting</p>	<p>Practical examples on how integration and intercultural learning in an in-school setting/during PE lessons/recess/included activities is currently working.</p> <p>Does PE/recess/included activities work as a tool for integration and intercultural learning in terms of: social capital, making friends, develop social network, reduce social isolation? How? Why?</p> <p>Do you experience, that the school is a good arena for inclusion to occur? Why? How?</p>
<p>Facilitators and barriers for using PA as a tool</p>	<p>What hinders you from thinking/doing physical activity/PE/sports with an integrating and intercultural approach toward the pupils/children? Why? How?</p> <p>What facilitate you to think/do physical activity/PE/sports with an integrating and intercultural approach toward the pupils/children? Why? How?</p>
<p>Needs, wishes, wants for an educational program</p>	<p>In your opinion, what needs to be done to change status quo? What do you need to better think about/use integration/intercultural learning/social competencies during sport activities/physical activity in the future? What is your general wishes for the future?</p>

