

# SPORT, INCLUSION AND INTERCULTURALITY IN SOCIETY

Design and validation of a questionnaire  
about integration through sport

Antonio Sánchez Pato | Lourdes Meroño García | Juan Bada Jaime

EDITORS



COLECCIÓN INVESTIGACIÓN EN CIENCIAS DEL DEPORTE - FACULTAD DE DEPORTE

| 2 |



UCAM  
UNIVERSIDAD CATÓLICA  
DE MURCIA





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## Presentation

This book gathers the experiences carried out by a multidisciplinary team formed by two associations of Italy and Turkey together with a university in Spain: Associazione AlPlurale, from Trapani (Italy), Sorged Association, from Sorgun (Turkey) and San Antonio Catholic University, from Murcia (Spain). Briefly, these three institutions have the necessary characteristics to be able to carry out an immigrant integration project through sport (*Sport, Inclusion and Interculturality in Society: SPIIS*), where interculturality is the most important value that we must work on:

- UCAM is a private Catholic university with 18 years of history and more than 15.000 students that offers 24 prominent European official graduations, 35 Master programs, 17 PhD programs and other prestigious titles. Its teaching method is based on a personalized attention with reduced students per classes and a personal tutor for each student. UCAM also offers a modern system of distance teaching. UCAM is strongly linked with the work world through study plans adapted to market exigencies, obligatory internships in institutions and enterprises in every program and research programs in collaboration with big regional, national and multinational companies. UCAM has a special environment both cultural and historical. Its main campus is on the XVII century Geronimo's Monastery where infrastructures and labs provide UCAM's students with excellent facilities to learn practical skills. Everything is for the benefit of the students, who are the core concern of UCAM. UCAM is a Catholic institution in dialogue with the modern world for the purposes of evangelization and the improvement of human society as a whole. This spirit is made visible in personalized lectures with a reduced number of students and personal tutors for

each student. UCAM shares its Christian values through academic subjects, volunteering projects, meetings, congress and seminaries. The major aims of the Catholic University San Antonio in Murcia in the development of its activity are:

- Teaching higher education as a spreading vehicle of science, technology, culture and as a training method for researchers and preparation of professionals who can help in the development of the individual, family and society.
  - Contributing to the cultural, social and economic development of society and to the creation of conditions to improve the quality of life and the environment by developing the skills of the students as individuals and members of a society to which they must serve.
  - Updating its qualifications and teaching and non-teaching services in order to meet external customers and students' expectations and needs, ensuring a future.
  - Promoting the relationships with other universities and companies to provide students with professional opportunities, specializations and research in a borderless world.
  - Promoting integral education.
  - Keeping personalized teaching, encouraging personal autonomy, teamwork and the direct relationship between professor and student.
  - Increasing student employability skills.
- Associazione ALPLURALE. It's an Association of Social Promotion born in 2009 with the goals of solidarity, social promotion, and the improvement of the quality of life in the local community. We promote an active citizenship, social inclusion and the "well-being", offering new services, cultural as well as recreational activities designed for all age groups. Special attention is focused on the vulnerable and disadvantaged groups, for which social networks of people, institutions along with organizations are built and strengthened with the aim of making them being included and an active part of the society. We propose and produce innovation through experimental tools – above all in the ICT field – capable of activating development, and therefore social

changes. AlPlurale is mainly active in the Province of Trapani but also cooperates with other profit/non-profit organizations either at a national or an international level in the following fields providing services, courses and activities/initiatives:

- *Environment and Territory Enhancement*; organizing meetings about the environment and the local naturalistic/cultural resources of the territory or implementing workshops for children and young about recycling.
- *Immigrants*: providing Italian language/culture courses to facilitate social inclusion; organizing initiatives on the immigration issue to raise awareness among people.
- *Courses and Training*: cooperating with a regional vocational training center for adults on the traineeship period regarding the fields of: marketing/communication; cultural/touristic resources; food and wine local resources; Web Developing and ICT tools.
- *Young, Aged, Disabled, Sport*: together with Municipalities, Institutions and Schools activities have been implemented on an “Active Citizenship” for the young; courses to support an “active ageing”; art-related workshops for the disabled to facilitate their own expressivity; ICT workshops for schools students on the a programming language; International Youth Work-camp about the knowledge of the environment, its resources and its safeguard.
- Tackling the school-dropping out in primary and secondary schools using the Storytelling methodology while supporting school-leavers in gaining a vocational training so to enter the labor market. The Storytelling is used and seen as a tool to let the young express themselves and their own stories, sharing them with other peers so to give a focus on the difficulties they have faced.
- *“Sport, art and social: when they walk side by side”*: an initiative addressed to children from 6 to 13 - in cooperation with an artistic workshop – within the “mini basketball Olympics” event organized at Christmas 2014 to bring nearer children to sport and art from a social perspective due to the fact that children from every social situation have been included without any discriminatory approach.

- **SORGED Association:** It's an association that was founded in order to perform the ones: Young people's carrying out the works in the field of social, cultural, education, entrepreneurship, unemployment, democracy, health and sport, their contribution to the youth development, supporting solidarity and cooperation between young people, stimulating the young people's entrepreneurships, helping young people to get information and ability about getting the entrepreneurships, supporting the young people especially who are disabled to the society that they are living in to the adaptation of them. As Sorgun Youth Association, our mission is to enable the young people to be sensitive about entrepreneurship by doing facilities through sports and outdoor facilities for the young people and their lives within the frame of European consciousness with the limited possibilities, to raise awareness, to enable them to be active in social life, to keep their life willingness alive, to make them feel that they are parts of the society and raise awareness in the youth. As Sorgun Youth Association, our vision has been determined as follows "Our heart beating for the continuation of our lives should beat for the entrepreneurships of our youth". Sorgun Youth Association consists of young people who have different educational, cultural and social levels, different interests and skills. Our members who consist of young people active in the group, and other voluntary young students of universities have the potential to contribute the young people be integrated to the society living in peace with the understanding of social responsibility and dynamic excitements in the district and countryside. We are in the efforts to contribute the young people lead happy, peaceful, lovely, embracing people with tolerance.

**Antonio Sánchez Pato**  
**Esmeralda Prinzivalli Vita**  
**Halil Uğuz**

## Introduction

**Antonio Sánchez Pato & Juan Bada Jaime**

Therefore, the project initiative involved different organisations, all dealing with young but from diverse perspectives. This difference in the partnership helped to the different experience and expertise contributed. Moreover, UCAM is a university whose sports center is a high-tech gym accessible to both university students and local communities and the only European university with a professional basketball team in the first national league (ACB League Spain) and competes on a professional level in other sports. The expertise of UCAM provided and helped in finding good practices useful for including socially these 2<sup>nd</sup> generation immigrants, especially in this particular historical moment across Europe.

The association AlPlurale - being established in a territory where continuous landings of Marine ships carrying on board immigrants rescued from shipwrecking – could give the direct view of the phenomenon and the level of what welcoming these great masses is for the territory and its people. Moreover, it works with immigrants too hosted in centres where they wait for residence permission in Italy. The territory, above all, had many areas where 2<sup>nd</sup> generation of immigrants – coming from Maghreb area and sub-Saharan zones – where they live and study at schools and interact with local social environment.

The association SORGED, being established in a country with a high number of 2<sup>nd</sup> generation of immigrants.

Turkey has received thousands of asylum seekers escaping from civil wars and massive conflict in recent decades, both from countries in Asia and Africa and increasingly from countries in the Middle East and Eastern Europe. This country has a role in European politics has been risen recently as key-role in tackling new waves of immigrants and its related integration policies.



SPIIS project aims to promote through sport, social inclusion and equal opportunities for all besides raising awareness of the importance of health-enhancing physical activity.

This can help to implement successful practices when addressing the same target groups, enhancing the intercultural dialogue, the social inclusion of these immigrants who can experience equal situations in the field of sport, as the easier way to help them. Moreover, the use of survey through questionnaires can help to define the needs of the territories, of sport clubs and, above all, of schools/universities as regarding the integration and social inclusion processes where these 2<sup>nd</sup> generation immigrants interact firstly with their peers.

The innovative aspect is connecting different levels of young engagement, either at a university level or at the social one through involvement in youth associations and institutions tackling with youth with needs of social inclusion and immigrants directly. The kind of partnership, in fact, could help to provide different perspectives – and this persists in the kind of good practices that would be collected and proposed – as well as could keep its resourceful differences while making a questionnaire up that aims to investigate the real difficulties and needs as well, that nowadays European territories face while trying to implement inclusive processes.

This questionnaire was sent to schools/universities, sport clubs – organizationally different – and associations. The results obtained would help in getting a picture of the real situation in the territories involved in the project and could be a useful resource to analyse the key points that can contribute to build guidelines on integration through sport and recommendations for trainers and/or sports associations in the field of integration.

The expected impact of the project affected directly the participants regarding their enhanced level of experience and broadening of expertise as well during and after the project lifetime. Moreover, project resources and materials on integration of 2<sup>nd</sup> generation immigrants would be available and ready to use for the organizations themselves (from sport, educational and social inclusion sectors);

Also, the website (<http://spiis.eu/>) is going to be maintained after the ending of the project, in a perspective of sustainably through new

contributions and cooperation with all relevant stakeholder, containing a wide set of materials, such as a repository of best-practices on across European countries, opinion articles and posts from representatives of sport clubs, sport SMEs, sport trainers and educational professionals dealing with immigrants.

This have given the picture of an intercultural environment for the young that must be educated and ready to act as inclusive subjects in society. This project can help – especially during these days where it seems that the concept of a unite Europe is at risk- to widespread the idea of a intercultural social environment while strengthening the integration process of these people; it is a true testing situation for putting into practice tools or strategies for improving the intercultural and mutual comprehension.

Besides, participating organisations would benefit as regarding the strengthening of their network thanks to cooperation for the project; the increase in the level of experience in the youth and immigration fields and sport one as well. Above all, seminars could offer the opportunity to have a direct and real confront and debate on the issues addressed.

Moreover, starting from transnational seminars' results made possible for policy-makers to have quite a clearer framework of the situation relating integration and 2<sup>nd</sup> generation immigrants in some European countries, a process where young generations are called to play a relevant part. From these seminars and debates, either in presence or virtually through the forum, policy-makers could also get new inputs and ideas for improving, even in a simple way, laws/initiatives addressing these issues.

At a European level, professionals working in the educational, social and immigrant-related fields could get useful tools and could have chance to submit new ideas/proposals to policy-makers. As a result, young would get closer to political and social commitment through these occasions, while policy-makers could get new ideas and inputs that can be adopted without an expensive commitment from institutions and partner organisations could increase their own expertise while giving an active and practical contribution.

Building a partnership means that the exchange of good practices happens at an educative level so it can enrich the experience of the

territories of the partner organizations involved. Moreover, the territories involved are interesting from the integrational point of view due to the fact that offer different cultural and social backgrounds and therefore can contribute to build - in an innovative way - the guidelines that will be released as project's output. The Edu level is weighted by the participation of the Turkish partner, a new and relevant presence that will probably give its own contribution as regarding the immigration issue and the presence of immigrants and their integration within the local Turkish society. Then each partner country can provide a multifaceted experience that will be useful for guidelines and for the empowerment of immigrants thus giving some additional tools for a better inclusion starting from the sport field.

## Theoretical Framework

Elena Conde Pascual

For the last couple of decades UNESCO (2015) has aimed to achieve to a far extent the implementation of the guiding principle of inclusion at all levels in education systems worldwide (e.g., Kiuppis, 2018). Since, according to the OECD (2010) the main aim for the education must be to ensure that personal and social circumstances - for example gender, socio-economic status or ethnic origin - should not be an obstacle to achieving educational potential (Ainscow, 2012). Currently, the term “*migration*” is understood as a reflection of the change in the current educational because is increasingly part of life and in many countries immigrant families are substantial parts of the population (Daglar, Melhuish, & Barnes, 2011). Migration is now one of the biggest challenges for the European societies and political systems (Levitt & De la Dehesa, 2017). To date the most prominent idea used in discussions on immigrants’ adjustment and settlement in Europe has been the concept of integration which focuses upon the participation of immigrants in the life of a receiving society (Grzymala-Kazłowska & Phillimore, 2018). The EU definition states “*Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents*” (EESC 2004). Despite politicians’, researchers’ and practitioners’ on-going endeavors to develop inclusive schools and true inclusive cultures and practices, inclusive education still appears to be a troubled, problematic and contested field (e.g., Ainscow & Sandill 2010; Allan 2014). Especially the countries geographically positioned at the crossroads of Europe and Asia. For example, Turkey has received thousands of asylum seekers escaping from civil wars and massive conflict in recent decades, both from countries in Asia and Africa and increasingly from countries in the Middle East and Eastern Europe (Baban, Ilcan, & Rygiel, 2017).

The sport is considered a great social leveler, an exemplar par excellence of an agent of personal and social change (e.g., Dashper & Fletcher, 2013). Consequently, multiple investigations examine the sport as one of the most effective ways to promote the inclusion, the integration and the interculturality in the society (e.g., Ludwig & Schierl, 2013; Morgan, 2017; Waring & Masonn, 2010). For example, the sport participation has the potential for facilitating immigrants' sense of inclusion and belonging in their new communities, and that the long-term residents to learn the traditional cultural practices of immigrants (Tirone, Livingston, Miller, & Smith, 2010). However, further empirical investigations are required in order to present the substantive and critical insights that may demonstrate the educative worth of sport as a mechanism to accumulate positive psychological capital and enhance social mobility prospects in youth populations (Morgan, 2017).

Since the vision of developing inclusive sport contexts has called for pedagogical strategies and activities encouraging and supporting the participation of all children in the sport practices (Qvortrup & Qvortrup, 2017). Currently, it is evident that much more empirical research is necessary if the benefits of sporting participation for young people and society are to become much more than a theoretical aspiration (e.g., Bailey, 2005). For this, to find out the perceptions will be important to know how to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.

### **2.1. The phenomenon of immigration in Europe**

Since the early 1990s, the issue of migration of third country nationals to the Member States of the European Union has become increasingly important, not only for the individual Member States, but also at the level of the European Union (Entzinger & Biezeveld, 2003). In 2010, about 3.2% of the world's population (over 216 million people) live outside their country

of birth, and this figure is projected to reach 5% within one generation (World Bank, 2011).

It can be said, therefore, that the second decade of the 21st century is characterized by population mobility. The motives for mobility are presented in the recessional economies generated by migratory movements, such as in the humanitarian and environmental crises that lead to the displacement of refugees. War, climate change and labor needs are the possible triggers of the emerging socio-educational risks (Martin, Weerasinghe, & Taylor, 2014).

Currently, the term migration is understood as a reflection of the change in current education because it is increasingly part of life and in many countries immigrant families are substantial parts of the population (Daglar, Melhuish, & Barnes, 2011). Migration is now one of the greatest challenges for European societies and political systems. To date, the most important idea used in the discussions on the adjustment and settlement of immigrants in Europe has been the concept of integration that focuses on the participation of immigrants in the life of a receiving society (Grzymala-Kazłowska & Phillimore, 2018). Despite interstate differences, there is a set of factors common to all of them, such as the difficulties of social inclusion of citizens of immigrant origin or belonging to minority groups, and the growing social racism of the social majority towards this (Essomba, 2014).

## **2.2. Immigration and social integration**

The increase in the migratory movements that countries have lived throughout the world in the last decades, have allowed relevant changes in different spheres of Western societies, making them more plural with regard to ethnic, social and cultural immigration, as well as the existing resistance to it, penetrating all social institutions, with the education system being one of the areas where it has the greatest impact (Vila-Belda, 2004).

The policies, research and constant efforts of professionals, inclusive education still seems to be a conflictive field, problematic and controversial (Ainscow & Sandill 2010), especially in geographically positioned countries at

the crossroads of Europe and Asia. For example, Turkey has received thousands of asylum seekers escaping civil wars and massive conflicts in the last decades, both from countries in Asia and Africa and increasingly from countries in the Middle East and Eastern Europe (Baban, Ilcan, & Rygiel, 2017).

The presence of a significant number of immigrants in the school space is an important factor of cultural diversity, being a manifestation of plurality that crosses all social reality (García & Sánchez, 2012). For example, in Spain the volume of immigrant students reached historical figures during the last decade of the 20th century and the beginning of the 21st. Alonso, Pajares and Recolons (2015) affirm that in this country the highest growth of the immigrant population was reached between 2000 and 2007.

Sometimes, the coexistence of different cultures in the same environment is conflicting and generates misunderstandings and misunderstandings. Diversity in general, and the derivation of immigration in particular, represents and is seen by broad sectors of society, more as a set of difficulties and problems than as an opportunity for cultural, personal or social enrichment. For this reason, the need to strengthen the transforming function of education is imposed (Alonso, 2006). In this regard, UNESCO (2015) has tried to achieve to a large extent the implementation of the guiding principle of inclusion at the levels of education systems around the world; *“Inclusive education as an approach seeks to address the learning needs of all children, youth and adults by focusing attention specifically on those who are vulnerable to marginalization and exclusion”* (UNESCO, 2003, p.4). The main objective of education should be to ensure that personal and social circumstances, for example, gender, socio-economic status or ethnic origin, are not an obstacle to achieving educational potential (Ainscow, 2012).

This objective could only be achieved through a concerted range of actions to improve the quality of education at all levels and in the formal and non-formal modalities of education, for all people, regardless of age, gender, ethnicity, language, religion, opinion, physical or mental difference, social, cultural or economic status. Education must serve to modify attitudes with respect to cultural diversity and to review and transform our cultural components (Alonso, 2006). Integrative education deals with providing

relevant answers to the full range of educational needs in educational and extracurricular pedagogical contexts. Far from being a marginal issue on how to integrate some students into the mainstream of education: *“it is a method that reflects on how to transform education systems so that they respond to the diversity of students. Its purpose is to ensure that teachers and students positively assume diversity and consider it an enrichment in the educational context, rather than a problem”* (UNESCO, 2003, p.7).

### **2.3. Physical activity, sports and physical education as a tool for social inclusion in the immigrant population**

Currently, there are two different points of view regarding the use of sport in environments associated with immigration. The first one sees the sport activity as an instance that favors the cultural interaction between the immigrant and native population; while the second also visualizes sport as a fertile field for the development of situations associated with possible cultural conflicts (Carter-Thuillier, López, & Gallardo, 2017).

Considering the first perspective, there is scientific evidence that sports, different practices related to physical activity and Physical Education are privileged tools to achieve diversity and cultural socialization (Crum, 2017; Fernández et al., 2017) from the point from an educational and transferable view to everyday life (Essomba, 2014), even more when considering the use of recreational resources to promote interaction and culturally different approaches (Bantulà & Mora, 2007), being the sports clubs and the system education, the contexts where they can achieve the greatest favorable impact.

Other studies affirm the opportunity for intercultural socialization (Molina, 2010, Paredes & Reina, 2006), as well as for the generation of new cultural practices (Rodríguez, Pazos, & Trigo, 2016) that sports provide. In this same sense, it is considered that sports practice favors the processes of sociocultural interaction (Vianna & Livoslo, 2009). Other authors consider that the different sport forms are a meeting point between cultures to have a universal character (Lleixà, 2004).



In a similar line, Essomba (2004) mentions that physical activity and sport have an intrinsic value for the development of intercultural practices, being able to generate an egalitarian scenario over ethnic and cultural characteristics. Furthermore, in the vast majority of cultures, it can be observed that the existence of sports activities, games, dances and other bodily practices constitute motor habits, which are part of the identity of these cultural groups, due to the social value of sport in the collective conscience of these groups (Lleixá, 2004). Therefore, sport becomes a meeting place for different cultures because it is composed of a universal language associated with corporeality, transversally crossing all existing cultural realities.

However, and referring to the second line mentioned above, there are authors who, in addition to visualizing the intercultural advantages of sport, see in it a possible field of cultural conflicts when all the aspects involved are not considered. Contreras (2002) affirms that the physical culture and its corporality are configured in a determined social space and that outside of this it will be complex to develop its potentialities. In the same line Pfister (2004), affirms that the adoption of the western ideals of the body and the culture of the movement could produce a rupture with some elements and deep-rooted cultural values.

On the other hand, Molina (2010), states that, although sport can be a privileged area for intercultural communication, it can also be a space for confrontation and conflicts. Ortí (2004) states that to avoid or intervene problems of this type it is advisable to introduce the multicultural or intercultural game. That is, use games of different cultural origin as an educational action, in order to promote the approach and interaction among students (Bantulà, 2002). Li, Sotiriadou and Auld (2015), point out that sports activities strengthen social cohesion between different cultures, as long as these spaces promote respect for the different. Sapaaij (2012) has had similar results in studies on social capital, diversity and sport; however, it expresses that many times this capital is distributed unevenly and allows different forms of discrimination.

In recent years, scientific studies have been published on the subject of physical activity, sport and immigration of great relevance because

they were mainly focused on high performance sport and the migration of talent, as well as sociological research, without the pedagogical dimension appearing (Fernández, Ries, Huete, & García, 2013). Highlight the research carried out by Okamoto, Herda and Hartzog (2013) that shows how the participation of foreign students in extracurricular sports programs (after school hours) facilitates integration processes through interaction with native students; although Peguero (2011) states that the levels of participation in this type of activity is variable depending on each immigrant group and the length of time spent by their family group in the new country.

In this sense, Physical Education has a pedagogical dimension that sports don't always host, so it could be an enriching element in groups with cultural diversity, since it usually promotes a constant social interaction through educational action and development of values (Molina & Pastor, 2004). Therefore, PE can be a significant tool to develop and achieve the objectives of an intercultural educational project (Ortí, 2004).

In relation to the above, Tirone et al. (2010) express that sport has proven to be a tool that can facilitate the inclusion of the immigrant population, either recreationally or in high performance contexts, showing evidence. Similarly, Theebom et al., (2012) have shown how sports clubs cooperate positively in the processes of acquisition of social capital of the immigrant population and in the interaction of foreigners with the native members of society. Results that coincide with a study by Forde et al., (2015), which conclude that community sports programs prove to be important spaces for the social inclusion of the immigrant population. However, it is quick to consider sport as an intrinsically positive tool for environments where there is an immigrant population, since as mentioned above, the evidence also indicates that sports activities can produce or deepen cultural conflicts due to the exacerbation of the competitive sense, elitism, rivalries, and gender stereotypes linked to physical activity (Sapaaij, 2015).

Consequently, multiple investigations examine sport as one of the most effective ways to promote inclusion, integration and interculturality in society (Ludwig & Schierl, 2013; Morgan, 2017). For example, sports participation has the potential to facilitate the sense of inclusion and

belonging of immigrants in their new communities, and for long-term residents to learn the traditional cultural practices of immigrants (Tirone et al., 2010). However, more empirical research is required to present the substantive and critical ideas that can demonstrate the educational value of sport as a mechanism to accumulate positive psychological capital and improve the perspectives of social mobility in youth populations (Morgan, 2017).

Given that the vision of developing inclusive sports contexts has required a pedagogical education, strategies and activities that encourage and support the participation of all children in sports practices. Currently, it is evident that much more empirical research is needed so that the benefits of sports participation for young people and society become much more than a theoretical aspiration (Bailey, 2005). To do this, knowing the perceptions will be important to know how to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of physical activity to improve health through greater participation and equality in sport for all.

## Objectives

**Antonio Sánchez Pato & Lourdes Meroño García**

The main purpose of this project was to promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-enhancing physical activity through increased participation in, and equal access to, sport for all.

The project aims were to promote through sport, social inclusion and equal opportunities for all besides raising awareness of the importance of health-enhancing physical activity.

These objectives were reached through transfer of innovative practices at European, national, but also at regional and local levels and so to contribute to the development of a European dimension of sport. In fact, by bringing people together, sport has the potential to make an important contribution to the integration of socially marginalized people, above all when migrants, thus contributing to building communities while fighting attitudes of xenophobia and racism, especially for young that are more responsive to bad influences. Sport brings inside those educational principles on which it is possible to build and/or strengthen solidarity, active citizenship, and tolerance values besides teaching fair-play and sportsmanship. This project aims were also promoting the empowerment of migrants and other groups in sports.

Migration is now one of the biggest challenges for the European societies and political systems. As migrant fluxes increase and with the terroristic fears wide spreading after the recent attacks, intercultural dialogue and social integration is urgently needed while it has been stated many times that Europe can and should use the potentials of immigrants. Besides sport has a positive function for personal health and fitness as well and help people to improve their own wellness along with their capacity to be part of a team and/or to enhance a sportsmanship attitude.

As politics across Europe is showing all its difficulties relating to welcoming immigrant's policies and integrational ones, sport can be the pacific while effective tool for strengthening integration. Not to forget that project partners were established in countries interested by migrant fluxes and immigrant presence: Spain, Italy (with AIPlurale being established in the city of Trapani, one of the main landing spot in Sicily) and Turkey whose role in European politics has been risen recently as key-role in tackling new waves of immigrants and its related integration policies.

Therefore, all these partners - and the territories where they are - provided a direct and genuine perspective on the immigration issue and gave a lot of examples of practices - with positive and/or negative results - implemented on the territories themselves about inclusion and integration of immigrants, especially the 2<sup>nd</sup> generation ones. Then, this project aims were to promote and exchange of good practices related to social inclusion and cultural integration of young immigrants of 2<sup>nd</sup> generation with local young.

## Seminars, Meetings and Evaluation of the Process

**Alejandro Leiva Arcas & Elena Conde Pascual**

Preparation for the project was done - at first - through communications via the ICT tools (emails / skype meetings) ahead the kickoff meeting that was held in the Applicant country. This helped organizational activities before its beginning and supported partners during and at the end of the project activities themselves.

This communication also supported the preparation for setting the common questionnaire that each partner organization will submitted to identified stakeholders at a territorial level, because the structure and contents of this questionnaire were decided and shared by every partner that gave its own perspective and relative suggestions to be taken into account.

Do preparation ahead the kickoff meeting was also in order to prepare transnational seminars, to establish common goals and procedures and to reason on the relevant issues and topics subject of seminars that gave a diversified viewpoint.

The kickoff meeting also served to reason on and discuss in depth about the questionnaire, the seminars and the target groups to involve as stakeholders and/or direct beneficiaries of the project activities, that is the targeted audience for the seminars and beneficiaries of the guidelines that were produced as outputs.

Preparation/submission and collection of data from the questionnaire was cover all the initial phase of the project implementation as it was the basis for helping to focus better the aims and perspectives of the seminars and was the basis on which starting to elaborate needs analysis for the guidelines to be drafted. As above mentioned, preparation of the questionnaire that contained a shared set of questions so to get a common document to submit in each partner country was done partly ahead the

kickoff meeting, via emails and/or skype communication, and partly after the kickoff meeting itself when proposals/suggestions from partners were better answered so to get them well defined. The questionnaire was, then, sent from each partner to previously decided targeted stakeholders to have as much as wide possible overview from different fields dealing with sport, inclusion and immigration. The questionnaire was sent and its results gathered at a precise date so to collect data besides analyzing them at the same time, so to confront them while getting new information on which build on guidelines.

Implementation of Transnational Seminars: The seminars aimed to present to other partner's examples of good practices implemented in each territory that have been successful besides highlighting needs, failures and criticalities encountered. The good practices were collected in a compendium where guidelines were drawing for sport trainers, social workers and all those tackling with social inclusion and integration of disadvantaged people like immigrants, even if belonging to the 2nd generation.

Monitoring activities: immediately after the first seminar in Spain, around the middle point of the project life-cycle, it was done a monitoring meeting among partners so to evaluate the overall project activities so far conducted while adjusting, if necessary, any further activities were implemented subsequently, depending on the needs and problems arisen. This meeting evaluated the financial monitoring too.

Final closing conference: the final conference was hosted by the applicant organization and was provide the occasion for disseminating project activities' results toward local/regional/national stakeholders like national associations and/or governmental bodies in Spain.

Dissemination phase: this dissemination phase, connected more on the last part of project activities and the final meeting in Spain, was also connected to the communication plan that was commonly agreed on by all partners. Communication and dissemination materials also consisted of flyers and posters besides press releases.

#### 4.1. Seminars and meetings

During the development of the SPIIS project, a total of 5 meetings between the partners were celebrated. These encounters were aimed at setting the basic lines of action, receiving feedback from the participating organizations, verifying the correct development of the proposals and solving possible incidents.

The meetings were a fundamental part of the work scheme of the project. They were focused on creating an open and free atmosphere in which any member could express their ideas, promoting an ideal scenario for work.

One of the premises to follow was that the members try not only to understand the way of working of their colleagues from other countries and different academic backgrounds, but also to adopt in a combined way the different work methodologies in order to create a reciprocal learning environment

Without a doubt, the meetings created a crucial context for the correct development of the project because they helped to know the different socio-sports realities of the participant country. In summary, the meetings have been understood as the backbone of the SPIIS project and, thanks to the success of each of them, the main goals set out in it could be satisfactorily executed.

##### The agenda for meetings was as follows:

- Meeting 1: *Kick-Off Meeting* (09-10 February 2017). Kick-off meeting and opening conference. Location: Murcia, Spain.
- Meeting 2: *I Transnational Meeting* (27-28 April 2017). Seminar to exchange good practices and/or initiatives about sport and integration of 2<sup>nd</sup> generation immigrants. Location: Erice-Trapani, Italy.
- Meeting 3: *II Transnational Meeting* (18-21 July 2017). Seminar to exchange good practices and/or initiatives about sport and integration of 2<sup>nd</sup> generation immigrants. Location: Sorgun, Turkey.
- Meeting 4: *III Transnational Meeting* (25-26 September 2017). Seminar to exchange good practices and/or initiatives about sport and integration of 2<sup>nd</sup> generation immigrants. Location: Murcia, Spain.



- Meeting 5: *Closing Conference* (27-28 November 2017). Closing conference was held in Spain, with the participation of all partners and invited guests from the regional and national associations and governmental bodies. Location: Murcia, Spain.

Of the five meetings held, three of them took place on the university campus of the UCAM in Murcia, Spain; another in Erice (Trapani), Italy; and another one in Sorgun, Turkey, between February and September of 2017. The nature of the meetings was unique and according to the evolution of the project. In the following pages, the content and purpose of each of these meetings is specified in greater depth.

#### **a) Kick-off meeting - Murcia - Spain (09 February 2017)**

The Kick-off Meeting of February 2017 served to make the SPIIS project begin to run officially. This event was divided into three 90-minute meetings over two days, in order to structure the scheduled tasks and give each of them the importance they deserved.

The first of the activities was a teamwork dynamic where all the participating partners decided on organizational aspects such as the calendar of the successive meetings, the number of attendees and their location. Likewise, topics related to the project were discussed horizontally, such as the review of achievement indicators.

Another issue dealt with was the creation of a document of good practices to be implemented in each territory. Organized into a compendium of guidelines, good practices were focused on being distributed among coaches, social workers and other agents related to the project.

In the second 90-minute block, the discussions focused on technical aspects that affected the specific methodology of the project. Again, following the dynamics of team work, the creation of the initial questionnaire was discussed. Aspects such as the construct, the dimension, the items or the nature of the participants were widely debated and commonly agreed during the course of this meeting. Once the basic structure of the questionnaire was agreed upon, the appropriate method for the creation of the same was established.

The last of the blocks focused exclusively on the communicational aspects surrounding the project. Some of the topics discussed was the design and creation of a specific web page to disseminate the project and the nature of the contents should be shown in it. Likewise, a communication plan was established that each of the partners had to execute in their country, adapting it to the socio-cultural particularities of the same.

#### **b) I Transnational Meeting- Italy-Erice (27-28 Apr. 2017)**

The second meeting took place in April 2017 in Erice, Italy. After two months since the last meeting, this event served to verify the state of development of the points agreed in the Kick-Off and to continue establishing goals to be met.

The start of the meeting was marked by a talk-debate between the partners and different local educational and sports agents. The purpose of this colloquium had to highlight the reality of sport understood as a tool in the process of integration of immigrant communities in the adopting society, from a holistic perspective.

Next, the different partner universities presented their proposals on how to implement the contract of good practices through the focus of their academic scenarios, sharing ideas on what would be the most optimal strategy in this regard

The meeting culminated with the preliminary presentation of results by the partners based on a pilot questionnaire designed for that purpose. In a succinct way, each partner indicated the first inquiries based on the 5 agreed dimensions and according to the sex, age or family affiliation of the subjects

Some interesting data came out of this pilot research. For example, that in the case of Spain, cultural and family aspects prevailed over social, academic or personal aspects; or that the items that showed a higher perception were those that showed a preference to play sports with a family member, while those that were perceived more negatively were those that indicated an imposition of the family environment when playing sports. Furthermore, no significant differences were detected in terms of gender perceptions.

The last point discussed in this meeting was a model letter to invite institutions to share this questionnaire in their organizations. This letter was approved by the present partners and subsequently used in a common way to unify the requests.

### **c) II Transnational Meeting-Turkey-Sorgun (18-21 July 2017)**

The third of the meetings held in Sorgun, Turkey, had as its central axis the presentation of the results obtained in each of the territories after the application of the final version of the questionnaires. The development of these surveys was done within a context of constant monitoring of activities between partners. One of the keys to the success of the application of the surveys and their parallel and objective development in three countries simultaneously was due to the establishment of control networks through Skype and other communication tools. The main idea was built based on simultaneously assessing the overall development of the project and redirecting or solving any failure that occurred during its implementation. In this sense, the feedback and communication without barriers between the partners was decisive

This meeting served, therefore, to know in a common way the data collected in different nations and begin to draw parallels or differences between them. The meeting served to discuss some ideas associated with the implementation of the project and that helped to delimit conceptually some of the inquiries obtained from it.

For example, one of the issues debated among the partners was to analyze which variables influenced when talking about inclusion in a multicultural society. Or, another issue that was widely discussed was whether it was possible to detect clearly visible differences between Italy, Turkey or Spain in relation to inclusion and the idea of a multicultural society. These conversations served not only to learn more about the visions of the different partners, but also to create a conceptual map that would help put the project on track to the next phase.

### **d) III Transnational Meeting- Spain (25-26 Sept. 2017)**

The third - and last - of the transnational meetings took place at the UCAM, Murcia, in September 2017. This meeting had two major thematic areas. First, the presentation of findings and conclusions by each of the partners. Secondly, the design of the implementation and dissemination plans of the project results and the future lines of action to be undertaken.

The presentation of the findings and conclusions was carried out in individual 15-minute shifts through digital support, supported by specific documentation on paper. The idea was to have in common the main evidences resulting from the investigations in each of the countries. After the presentation of each of the three member institutions, a gathering was held to settle definitively all the information obtained from the project. It was one of the most important moments of the meetings since the results of the investigation were being jointly revealed in the previous months, in order to be able to work on it.

The second part of the meeting was focused on dealing with the possibility of publication and dissemination of the results. Following the teamwork format, the partners agreed on the issues related to the creation of the corresponding scientific work. Topics such as the title of the study, which findings to include and which to discard or the typology of the publication format were widely debated in this part of the meeting.

The meeting concluded with the discussion to make future directions that this project should take. At this point, the free enunciation of ideas was allowed following a “brainstorming” format. Some of the proposals presented were the continuation in other analogous projects, the creation of local activities inspired by the data obtained in the project, the possible incorporation of other partners to learn new socio-sports realities, etc.

### **e) Closing Conference- Spain-Murcia (27-28 Nov. 2017)**

In November 2017 and again at the headquarters of the UCAM in Murcia, Spain, was held the one that was to be the last of the events associated with this project: the closing conference. There were two objectives to accomplish in this meeting. On the one hand undertake a review of the

economic management of the project; on the other, reflect on the expected outputs and the achievements made.

Regarding the part related to economic matters, it was a technical meeting aimed at clarifying and guiding all the processes related to the relation of project expenses according to the projected budget. All doubts about billing, return of money not spent and justification of payments made, were clarified by those responsible for economic management of the International Projects Office of the UCAM.

After the economic issues, the last of the events that made up the list of meetings planned within the framework of the SPIIS project took place. As a culmination to the project, a round table was set up with the main people in charge of each of the participating institutions to share a general summary of the project's development.

After the economic issues, the last of the events that made up the list of meetings planned within the framework of the SPIIS project took place. As a culmination of the project, a round table was set up with the main people in charge of each of the participating institutions to share a general summary of the project's development. It was a reflexive exposition of the set of activities carried out, the problems found and the benefits derived from them. Likewise, the main advantages of small-scale cooperation with local institutions and of transnational cooperation between the participating universities were highlighted. Emphasis was placed on the positive aspects obtained from such a close and active collaboration. In this way, the meeting was closed with a promise of future collaboration and a shared feeling of satisfaction for the prolific development of the SPIIS project.

## **4.2. Quality control during project implementation**

As a support for monitoring project activities, checked aim the implementation of the project in terms of timely implementation of measures for achieving the intended outputs and results, including the number of beneficiaries involved as well as the proper use of resources (financial monitoring). The following quality monitoring tools were used:

- Periodical virtual meetings among partners to evaluate the state-of-the-art of the project phases;
- Periodic reports of partners about the work packages schedules, including any financial reports to produce if previously decided by the partnerships;
- A list of participants/stakeholders in the activities connected to the project activities;
- The contacts via the webpage dedicated to the project, also in relation to suggestions/comments/ideas to what has been done so far with the aim to enrich/adjust/improve the quality of the expected outputs;
- Number of other participants to the seminars held locally;
- Number of Satisfaction questionnaires submitted after each seminar;
- Range of answers to the satisfaction questionnaires that were reported on a qualitative scheme so to evaluate the degree of interest in the subject topics dealt with and the extent of youth participation in each seminar;
- Number of visits on the website dedicated to the project;
- Number of the accesses to the interactive forum of the website and the volume of comments/debates.

These measurement tools ensured a continuous monitoring of the project implementation so it was on time, and maintained a high quality level. Moreover, being immediate in their use and fast as for measurement these tool also ensured to achieve the established aims of the project quickly and without expenses not foreseen in the budget.

The budget was, instead, used mainly for those strictly necessary activities directly linked to the project itself that was for the work of the staff involved, depending on the role and time spent, and for travel and subsistence of partners' staff people involved in the project. These travels aim gave the opportunity to know partners and their territories as well as to take part in the seminars so to get a quick view on the local social background, even for a while. All this is functional to the project and for strengthening the partnership, useful also to avoid or solve any possible misunderstanding/difficulty that could arise when working in a team made up of different cultural background.

### 4.3. Evaluation of the process

There was a constant evaluation of the process, through monitoring process, and of its outputs whose quality was suited to the project aims. Website visitors who can debate about the published content on the forum will evaluate outputs, such as the questionnaire and the compendium of good practices even indirectly through a segmented evaluation of parts of their contents. Therefore, materials publically available will undergo a test on its usefulness and effectiveness, being related to practical experiences that can be implemented by anyone working in sport field and face integration problems, not only of immigrants.

Besides, internal evaluations made by professionals cooperating with partner organizations will also be asked to do an end-user evaluation. These assessments will be used to make further improvements in the final versions of the product, along with giving relevant indications for those project seminars that would also be implemented.

In addition, some Qualitative indicators were taken into account:

- Contacts from sport trainers, or people working with immigrants for their integration.
- Spontaneous contribution to the collection of materials that can be used in the website.
- Contacts from other universities, educational centers, associations and other relevant stakeholder as to draft other materials and tools to use.
- Usage of these available materials to make new researches in sociological, sportive and integration fields.

# Methodology

Lourdes Meroño García

## 5.1. Design and validation

The project partners were established in countries interested by migrant fluxes and immigrant presence: Spain, Italy (with AIPlurale being established in the city of Trapani, one of the main landing spot in Sicily) and Turkey whose role in European politics has been risen recently as key-role in tackling new waves of immigrants and its related integration policies. Therefore, all these partners - and the territories where they are - provided a direct and genuine perspective on the immigration issue and gave a lot of examples of practices - with positive and/or negative results - implemented on the territories themselves about inclusion and integration of immigrants, especially the 2nd generation ones. Then, this project aims were to promote and exchange of good practices related to social inclusion and cultural integration of young immigrants of 2nd generation with local young. For this, it was necessary to design and validate an assessment tool.

Preparation/submission and collection of data from the questionnaire covered all the initial phase of the project implementation as it was the basis for helping to focus better the aims and perspectives of the seminars and is the basis on which started to elaborate needs analysis for the guidelines to be drafted. The preparation of the questionnaire contained a shared set of questions so to get a common document to submit in each partner country be done partly ahead the kick-off meeting, via emails and/or Skype communication, and partly after the kick-off meeting itself when proposals/suggestions from partners be better answered so to get them well defined.

The design process and validation of this questionnaire were carried out following the indications of Carretero-Dios and Pérez (2005). The analysis



of the data was carried out with the IBM SPSS v22, AMOS v18, and LISREL v9.1 statistical packages.

### **a) Initial creation of instrument**

In this phase the defined construct was students' perceptions of the sport as a tool to promote the inclusion and the interculturality in society. In the first meeting of the project (Spain), the researchers compared the legislative frameworks of the three countries, Turkish, Italian and Spain, and adapted the test to the population under study. The initial version of the instrument comprised 15 items that had to be responded to using a Likert scale with values ranging from 1 (*Strongly disagree*) to 5 (*Strongly agree*), and five dimensions (personal, familiar, social, academic and cultural aspects).

### **b) Content validation**

In the content validation and the validity of comprehension for participants, the researchers analyzed the suitability of the construct, the dimensions and the items of the questionnaire during the second meeting of the project in Italy. The five dimensions and the items of the instrument were maintained because the results corroborated the suitability and relevance to the construct, dimensions and items. Further, a pilot study was carried out to ensure the adequacy of the language used (Turkish, Italian or Spanish language), the format of the items, and the response scale. The items selected were those with a high discriminatory power, a standard deviation higher than one, mean answer scores located around the mean point of the scale (skewness and kurtosis in the range: -1, +1) and positive correlation coefficients in favor of the corresponding dimension (at least two decimal points difference).

### **c) Validity of construct**

In the validity of construct and the validity of the instrument, the internal structure was studied through an exploratory factorial analysis of the main components and a confirmatory factorial analysis was analyzed during the

third meeting of the project in Spain. Confirmatory factor analysis indexes reached adequate goodness of fit:  $\chi^2/df = 2.05$ ,  $TLI = 0.89$ ,  $CFI = 0.89$ ,  $GFI = 0.89$ ,  $RMSEA = 0.02$ ,  $SRMR = 0.02$  (Figure 1).

**d) Reliability and validity**

Ultimately, the psychometric analysis confirmed the reliability and validity of the instrument, with Cronbach alpha coefficients higher than 0.72 in eight

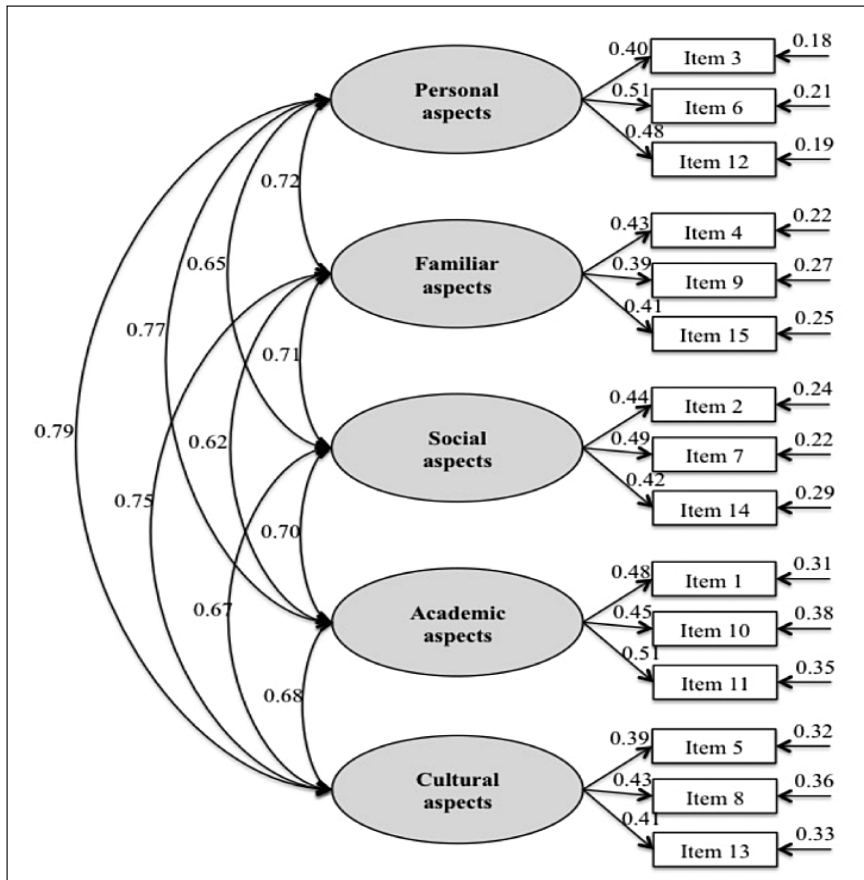




Figure 1. Model of Structural Equations.





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# SPIIS

Sport Inclusion and Interculturality in Society


SPIIS - Survey




(1) STRONGLY  
DISAGREE




(2) SOMETHING  
DISAGREE



(3) NEUTRAL



(4) SOMETHING  
AGREE




(5) STRONGLY  
AGREE

---

Why you practice sport...?

1. Do you think doing sport at school is important?	1	2	3	4	5
2. Do you think sport helps you to integrate with others?	1	2	3	4	5
3. Do you think sport eliminates possible barriers with others?	1	2	3	4	5
4. Do you practice sport because your family wants it (i.e., parents, brothers, etc)?	1	2	3	4	5
5. Do you think sport improve the learning of educational values such as friendship, equality, freedom, tolerance, etc?	1	2	3	4	5
6. Do you think sport lets you feel more self-confident and helps you to make decision without fear?	1	2	3	4	5
7. When doing sport, all participants are treated with dignity and everyone learns to be respectful, to join efforts and cooperate with others?	1	2	3	4	5
8. Do you think sport teach me to be tolerant and respect others?	1	2	3	4	5
9. Do you think that your family pushes you to practice sport because it facilitates the social integration?	1	2	3	4	5
10. Do you think sport helps you to communicate and to learn other languages better?	1	2	3	4	5
11. Do you think sport sport helps to create a good relationship with other schoolfellows and with the teacher or trainer?	1	2	3	4	5
12. Do you think sport allows you to reach common goals?	1	2	3	4	5
13. Do you think sport It helps you to know different customs, religions and traditions?	1	2	3	4	5
14. When I practice sport, I feel there are no differences among us and I feel to be equal to others?	1	2	3	4	5
15. Do you like doing sport with your father/mother/brother, etc?	1	2	3	4	5

**Thanks a lot!**



Dimension 1 '*Personal aspects*': items 3, 6, 12.  
 Dimension 2 '*Family aspects*': items 4, 9, 15.  
 Dimension 3 '*Social aspects*': items 2, 7, 14.  
 Dimension 4 '*Academic aspects*': items 1, 10, 11.  
 Dimension 5 '*Cultural aspects*': items 5, 8, 13.

Figure 2. SPIIS Questionnaire.

dimensions, an h index of 0.85, and a McDonald's Omega coefficient of 0.91, glb of 0.89 (e.g., Carretero-Dios & Pérez, 2005) (Figure 2).

Finally, the final version of the questionnaire was drawn up with 15 items. D1: Personal aspects: 3, 6, 12; D2: Family aspects: 4, 9, 15; D3: Social aspects: 2, 7, 14; D4: Academic aspects: 1, 10, 11; D5: Cultural aspects: 5, 8, 13 (Figure 2).

## 5.2. Participants

The questionnaire was sent from each partner to previously decided targeted stakeholders to have as much as wide possible overview from different fields dealing with sport, inclusion and immigration. The questionnaire was sent and its results gathered at a precise date so to collect data besides analysing them at the same time, so to confront them while getting new information on which build on guidelines.

In line with the peer-review validation method, a total number of 10 experts participated in validating the content of the questionnaire. These experts came from the following countries: Italy ( $n = 4$ ), Turkey ( $n = 3$ ) and Spain ( $n = 3$ ). Regarding the validation of comprehension, and to ensure that students interpreted it correctly, the questionnaire was applied to 934 students from 12 to 14 years old ( $M = 12.51$ ;  $SD = 1.87$ ), 300 from Turkey (158 boys and 142 girls), 101 from Italy (46 boys and 55 girls), and 533 from Spain (288 boys and 245 girls). Data were collected during the project developed throughout the year 2017. The sampling was probabilistic, stratified by geographic area. To access the Turkish, Italian and Spanish students, we initially obtained the approval of the school directors, and the consent of the parents of the participating students. The anonymously rated questionnaire was completed in the presence of the corresponding teacher, without offering any further explanation than the instructions presented in the instrument itself. At the top of the page, the students indicated the following data: gender, age, country of birth, mother's and father's nationality, and the sports that practice. The time required for its completion was approximately fifteen to twenty minutes.



## Research Findings

Lucía Abenza Cano & Lourdes Meroño García

The descriptive results showed the perceptions of the students in the five dimensions (personal, family, social, academic and cultural) that make up the questionnaire that approaches sport as a tool to achieve inclusion and integration in society. The differences were analyzed according to the following criteria country of origin of the students, the gender of the students and the nationality of the parents of the students:

### 6.1. Differences by country in students' perceptions

The results showed statistically significant differences when comparing the students' perceptions of the participants of the three countries in the familiar aspects ( $p = 0.04^*$ ), social aspects ( $p = 0.02^*$ ), academic aspects ( $p = 0.04^*$ ), and cultural aspects ( $p = 0.05^*$ ), favoring the Spanish and Italian students (Table 1).

Turkish students had lower value perceptions in all the dimensions studied (personal, family, social, academic and cultural) in comparison to the data recorded in the sample of Italian and Spanish students.

Specifically, the social dimension was the most valued by Spaniards with an average of 3.93 while Italians reported the highest values in the academic dimension (average 3.84). This same academic dimension registered the lowest values in the sample of Turkish students with an average of 2.23.

### 6.2. Differences by country in students' perceptions according gender

Turkish male students had a less perception of social aspects ( $p = 0.03^*$ ), academic aspects ( $p = 0.04^*$ ), and cultural aspects ( $p = 0.05^*$ ) than

Table 1. Differences by country in students' perceptions.

	<i>M(SD)</i> Students' perceptions				
	Personal dimension	Familiar dimension	Social dimension	Academic dimension	Cultural dimension
<b>Turkey</b>	3.05(0.81)	2.33(0.44)	2.39(0.66)	2.23(0.57)	2.90(0.22)
<b>Italy</b>	3.09(0.76)	2.85(0.28)	3.87(0.50)	3.84(0.35)	3.45(0.18)
<b>Spain</b>	3.59(0.55)	2.79(0.33)	3.93(0.78)	3.63(0.83)	3.55(0.49)
<b><i>F(p)</i></b>	2.77(0.20)	0.27(0.04)*	0.87(0.02)*	0.19(0.04)*	1.09(0.05)*

Note: *M*: mean, *SD*: standard deviation, \*:  $p < 0.05$ .

Table 2. Students' perceptions according gender.

	<i>M(SD)</i> Students' perceptions				
	Personal dimension	Familiar dimension	Social dimension	Academic dimension	Cultural dimension
<b>Male</b>					
<b>Turkey</b>	3.31(0.79)	2.55(0.53)	2.52(0.68)	2.38(0.61)	2.96(0.23)
<b>Italy</b>	3.15(0.79)	2.79(0.31)	3.90(0.47)	3.84(0.39)	3.42(0.23)
<b>Spain</b>	3.51(0.60)	2.81(0.33)	3.97(0.85)	3.58(0.77)	3.50(0.51)
<b><i>F(p)</i></b>	1.11(0.29)	0.96(0.11)	0.39(0.03)*	0.28(0.04)*	2.03(0.05)*
<b>Female</b>					
<b>Turkey</b>	2.80(0.80)	2.11(0.35)	2.27(0.65)	2.08(0.53)	2.85(0.21)
<b>Italy</b>	3.03(0.73)	2.91(0.25)	3.84(0.53)	3.84(0.31)	3.48(0.13)
<b>Spain</b>	3.67(0.51)	2.77(0.33)	3.89(0.85)	3.68(0.90)	3.60(0.47)
<b><i>F(p)</i></b>	2.50(0.22)	0.81(0.05)*	0.56(0.02)*	1.29(0.04)*	1.69(0.05)*

Note: *M*: mean, *SD*: standard deviation, \*:  $p < 0.05$ .

the Spanish and Italian male students (Table 2). Spanish male students reported the highest values in the social dimension (mean 3.97), the academic dimension (average 3.58) as well as the cultural dimension with an average of 3.50.

Likewise, Turkish female students obtained less scores in the familiar aspects ( $p = 0.05^*$ ), social aspects ( $p = 0.02^*$ ), academic aspects ( $p = 0.04^*$ ), and cultural aspects ( $p = 0.05^*$ ) (Table 2). We can see how the Italian students reported the highest perceptions in the family dimension (mean 2.91), as well as in the

academic dimension (average 3.84). However, it was the Spanish students who recorded the highest values in the social dimension with an average of 3.89, and in the cultural dimension with an average of 3.60.

### Differences by country in students' perceptions according nationality

Results showed that Turkish students whose nationality of the father or mother is local or foreign nationality had a less perception of social aspects ( $p = 0.04^*$ ), academic aspects ( $p = 0.04^*$ ), and cultural aspects ( $p = 0.04^*$ ) (Table 3). Spanish students of local parents reported the highest values in both the social dimension (mean 3.97) and the cultural dimension with an average of 3.59. However, in the academic dimension it was the Italian students of local parents who registered the highest values (average 3.80). Similarly, when it comes to students with parents of different nationalities, Spaniards score with higher perceptions in the social (average 3.89) and cultural (average 3.51) dimensions while; Italian students of foreign parents register higher values in the academic dimension (average 3.88).

Table 3. Students' perceptions according nationality.

<i>M(SD) Students' perceptions</i>					
	<b>Personal dimension</b>	<b>Familiar dimension</b>	<b>Social dimension</b>	<b>Academic dimension</b>	<b>Cultural dimension</b>
<b>Local mother's or father's nationality</b>					
<b>Turkey</b>	3.11(0.72)	2.41(0.39)	2.44(0.62)	2.20(0.58)	2.97(0.31)
<b>Italy</b>	3.05(0.75)	2.91(0.29)	3.88(0.47)	3.80(0.45)	3.51(0.19)
<b>Spain</b>	3.50(0.49)	2.80(0.35)	3.97(0.81)	3.58(0.82)	3.59(0.44)
<b>F(p)</b>	1.07(0.19)	1.18(0.20)	1.33(0.04) <sup>*</sup>	0.35(0.04) <sup>*</sup>	1.08(0.04) <sup>*</sup>
<b>Foreign mother's or father's nationality (second generation)</b>					
<b>Turkey</b>	2.99(0.90)	2.25(0.49)	2.34(0.70)	2.26(0.56)	2.83(0.13)
<b>Italy</b>	3.13(0.77)	2.79(0.27)	3.86(0.53)	3.88(0.25)	3.39(0.17)
<b>Spain</b>	3.68(0.61)	2.78(0.31)	3.89(0.75)	3.68(0.84)	3.51(0.54)
<b>F(p)</b>	1.21(0.25)	0.29(0.08)	0.70(0.04) <sup>*</sup>	0.41(0.03) <sup>*</sup>	0.88(0.04) <sup>*</sup>

Note: *M*: mean, *SD*: standard deviation, \*:  $p < 0.05$ .





# Towards a Social Pedagogy for the Inclusion of Young Refugees/Immigrants Through Sport

Emanuele Isidori & Antonio Sánchez Pato

## 7.1. Sport for refugees/immigrants: between international diplomacy, human capital, and social values

In recent years, the IOC has carried out several initiatives in which sport has been conceived of and used as a tool to promote peace, education, and development. In particular, the IOC has been collaborating for more than ten years with the United Nations High Commissioner for Refugees (UNHCR) to launch several projects focused on sport and education.

Currently, the IOC, together with National Olympic Committees, the European Union, and the United Nations, are engaged in projects aimed at developing the use sport as a means to achieve social and cultural integration of refugees and immigrants. This commitment has been shown on the occasion of Rio Olympics Games in 2016, when ten refugee athletes from different countries participated, for the first time in the history of the Olympic Games, under the Olympic flag. This has meant that the team did represent a sort of “*Olympic nation*” seen as a whole of all nations of the world.

What we have seen in Rio has shown the potential of Olympic pedagogy and its capacity to put its social values into place within the complicated scenario of the contemporary world, in which conflicts and bloody wars are causing massive migration flows of immigrants and refugees from conflict areas. For the IOC, sport is an educational means to manage conflicts and solve many problems dealing with international diplomacy.

Sport is capable of solving these problems and act as a means for social inclusion of people because it represents a human capital. Or better, the outcomes of sport can be framed as differential “*capitals*” that represent investments in domain-specific assets: Emotional, Financial, Individual,

Intellectual, Physical, and Social. These investments, especially when made in the life course of young people, can yield significant rewards, both at that time and for years to come (Murray, 2014).

Sport in itself is not a healthy or inclusive practice because it is not a good in itself, but a good in perspective. To be clear, it is always the social context of sport (the social and educational agencies) which ensures that its intrinsic values of turn into fair values. It is still the context (social, educational, political, economic, and so on) and its intention that determines the perception of the healthy and inclusive nature of sport in its different forms, and turns it into a tool capable of enhancing the quality of life and inclusion of people.

## 7.2. Taking inspiration from the Olympic Pedagogy

The Olympic Charter when states that one of the fundamental principles of Olympism is the promotion of a peaceful world society implicitly recognizes the values of sport as social capital. According to Olympic pedagogy, this objective can be achieved through sport considered as an instrument for peace: that is to say, as a means to promote – through education – mutual understanding, integration, peace, dialogue, human rights, friendship, solidarity and fair play in a multicultural and multiethnic world (Spaaij, 2013, 2015).

This principle which comes from Olympism is the starting point for the development of an educational methodology for the social inclusion of young refugees through sport. A possible and perspective pedagogy for the putting into practice of peace values implied in sport must be based on a real negotiation management technique inspired by Olympic education. This technique consists of three main steps, each based on specific stages or phases:

- 1) The first step consists of “*tailoring*” a situation made up of “*space*” and “*time*,” and putting conflicts aside. This phase aims to create a moment of friendship among people (in this case, refugees) who can be unknown each other or in conflict.

- 2) The second step consists of treating people as equals within the rules of the game. This phase allows to put into place the rules of equality and fair play, and create the premises for their respect.
- 3) The third and last step consists, instead, of tolerating and celebrating the differences, showing that they are only apparent and not substantial. This phase, which uses the game and the sports event as a means for the encounter among refugees, has the purpose of establishing a feeling of dialogue and solidarity starting from mutual understanding.

Also, from a psycho-pedagogical point of view, through sport, young refugees can learn to take greater control over their lives and be encouraged to become involved in a real opportunity of social change which deals with their lives. In all countries, refugees represent vulnerable individuals and communities, and sport provides them with the opportunity to reinforce their life skills and capacity of coping with stress, suffering due to past experiences, distressing situations difficulties and possible identity crisis due to their new life in a foreign country (Watson, 2006). In a nutshell, sport allows refugees to have a positive attitude towards life by focusing their mind on the action, dedication, commitment, and determination. That is to say, on all leading characteristics which turn the sport into an active and positive way of living the human life and a means for social change.

According to the principles of social pedagogy, sport in itself does not educate nor is a tool for the social inclusion or integration of refugees. They are always social and educational agencies (in this case, sports organizations, federations, clubs, mass-media, etc.) those which are responsible for achieving these goals. For this reason, all this needs specific and effective – both educational and economic – action policies by the European Union, Governmental Bodies, International Sports Federations and International Organizations. The next years will be crucial for testing the educational methodology for using sport as a social tool for the integration of refugees and their acculturation.

### 7.3. Guidelines for the development of good practices

To be clear, the use sport as a tool for the integration of refugees within the context of contemporary diplomacy needs the respect for the following methodological principles. These principles, which allow the design and implementation of effective educational strategies, can be used as guidelines for supporting sports policies for refugees in the future.

First of all, using sport for supporting actions aimed at promoting refugees' inclusion needs awareness about the potentialities sport of sport understood as an opportunity for the encounter of people of different nationalities. And for creating a specific space different from that of everyday life that it can be transformed into a space in which conflicts are put aside. This was the meaning of the ancient "*Olympic truce*" from which the sport for refugees has to be inspired. It is necessary this space be symbolically and concretely imbued with symbols and meanings related to hospitality, friendship, respect and mutual recognition in equal dignity. Sport for refugees has to be identified and be an occasion of socio-cultural interaction in which the conflicts are set aside and the culture of peace, through the collective rituals of the feast, gift and hospitality are capable of celebrating the beauty of diversity and differences (Whitley, Coble, & Jewell, 2016).

Secondly, the conceiving of sport for refugees must have its starting point from the assumption that sport, even in its competition form, by expressing the concept of athletic equality also reveals the values of justice for all people through the elimination of diversity. The removal of difference is based on the recognition of the characteristics proper to each person, each group, people or their right to participation in sport.

This is the "*agonal*" principle of sport. The principle which stresses how equality and democracy are the umbrella terms under which sport within the intercultural context of refugee's education must be based upon. Sport expresses, by its nature, the value of freedom (the acceptance of competition always implies a free choice), tolerance, fairness, and democracy. It is in itself the metaphor of international "diplomacy" as a "system" of educational strategies for the promotion of peace and peaceful relations among nations and people.

These reflections make us understand how sport sums up the mechanism for construction of democracy and peace: born with a possibility (to accept the rules). It continues with an obligation (to behave by observing the principle of their respect) which has as a consequence the possibility of expressing ourselves (the real chance of competing) and of achieving the final result (reaching the long-awaited victory or making the experience of the defeat).

In fact, sport gives refugees the opportunity to compete in different sports specialties with different people every time, by allowing them to overcome possible mutual stereotypes. Sports competitions help people to understand and take awareness of their common origin as human beings and to appreciate the qualitative differences that emerge in the game itself. Through sport, refugees can start to build little webs of relations and, from them, small communities made up of people different by culture and ethnicity, but who feel part of a human community where they can experience the possibility of living in a better, just and peaceful world (Stone, 2018).

Sport is the bearer of values of peace, dialogue, tolerance, justice, and democracy. The rules on which it is based allow refugees to channel and regulate aggression in conflict situations by making themselves sure that these elements will never turn into violence.

The Olympics games represented a great “*trans-cultural myth*” of peace in the history of humankind. In the sport for refugees, this myth must be renovated through a new narration and an adaptation of the myth itself to contemporary issues regarding gender, ethnic and cultural differences and so on (Ha & Lyras, 2013). Sport for refugees is nowadays an educational challenge that all sports organizations must face to help people rediscover their common origin and those roots of solidarity and friendship that are at the base of that sense of humankind which makes sport one of the most effective educational tools for promoting mutual understanding, intercultural dialogue and peace (Karen & Lisa, 2017).



## Conclusions and Proposals

Antonio Sánchez Pato & Lourdes Meroño García

### 8.1. Difficulties and recommendations

The project partners are established in countries interested by migrant fluxes and immigrant presence: Spain, Italy (with AIPlurale being established in the city of Trapani, one of the main landing spot in Sicily) and Turkey whose role in European politics has been risen recently as key-role in tackling new waves of immigrants and its related integration policies. The partners - and the territories where they are - provide a direct and genuine perspective on the immigration issue and share a lot of examples of practices - with positive and/or negative results - implemented on the territories themselves about inclusion and integration of immigrants, especially the 2nd generation ones. During the development of this project, some of the recommendations are:

- To reflect about the “*migration*”, understood as a reflection of the change in the current educational because is increasingly part of life and in many countries immigrant families are substantial parts of the population.
- To ensure that personal and social circumstances - for example gender, socio-economic status or ethnic origin - should not be an obstacle to achieving educational potential.
- To know that the migration is now one of the biggest challenges for the European societies and political systems.
- The sport is considered a great social leveler, an exemplar par excellence of an agent of personal and social change.
- The sport as one of the most effective ways to promote the inclusion, the integration and the interculturality in the society.
- To promote voluntary activities in sport, together with social inclusion, equal opportunities and awareness of the importance of health-



enhancing physical activity through increased participation in, and equal access to, sport for all.

- The constructive of each three countries can be investigated and from these researches, a new work can be constructed in the school.
- In these three countries if there is another or some other sports that are more effective than football, this sport branch should be searched why it is more effective on changing the structure of the society (e.g. the “wrestling” is more common and interesting in Turkey).
- The number of the participants included in the project can be increased. The young from 18-20 can be given chances to join the project and search why the perception against the sport in these three countries are so different.
- All the people should be given the equal chances.

## **8.2. Expected impact and dissemination**

The expected impact of the project affected directly the participants regarding their enhanced level of experience and broadening of expertise as well during and after the project lifetime.

Moreover, project resources and materials on integration of 2<sup>nd</sup> generation immigrants are available and ready to use for the organizations themselves (from sport, educational and social inclusion sectors).

And the website is maintained after the ending of the project, in a perspective of sustainably through new contributions and cooperation with all relevant stakeholder - containing a wide set of materials, such as a repository of best-practices on across European countries, opinion articles and posts from representatives of sport clubs, sport SMEs, sport trainers and educational professionals dealing with immigrants.

This give the picture of an intercultural environment where we all live ad where young, mainly, must be educated and ready to act as inclusive subjects in society. This can help – especially during these days where it seems that the concept of a unite Europe is at risk- to widespread the idea of an intercultural social environment while strengthening the

integrational process of these people; it is a true testing situation for putting into practice tools or strategies for improving the intercultural and mutual comprehension.

Besides, participating organizations were benefited as regarding the strengthening of their network thanks to cooperation for the project; the increase in the level of experience in the youth and immigration fields and sport one as well.

Above all, seminars offered the opportunity to have a direct and real confront and debate on the issues addressed.

Moreover, from transnational seminars' results it's for policy-makers to have quite a clearer framework of the situation relating integration and 2<sup>nd</sup> generation immigrants in some European countries, a process where young generations are called to play a relevant part. From these seminars and debates, either in presence or virtually through the forum, policy-makers could also get new inputs and ideas for improving, even in a simple way, laws/initiatives addressing these issues.

At a European level, professionals working in the educational, social and immigrant-related fields have get useful tools and athlete chance to submit new ideas/proposals to policy-makers. As a result, young can get closer to political and social commitment through these occasions, while policy-makers can get new ideas and inputs that can be adopted without an expensive commitment from institutions and partner organizations can increase their own expertise while giving an active and practical contribution.

The dissemination plan was constituted by several forms, because it used a variety of media tools. Some tools helped activates getting a greater impact than others. Mainly with the help of all partners, dissemination was aim at launching campaigns designed to raise public awareness on the issues addressed by the project at a local, national and European level. This supports project activities while helping to involve a large number of people, especially young, and rising their interest in the integrational process.

The dissemination activities started as soon as the project started as each partner organization be in charge of publicizing on their own websites

the project aims and activities so to arouse curiosity in their audience/customers while starting to involve as many young possible. A project dedicated website was made and it's maintain after the project ends. Besides, this helped to raise awareness in institutions and other stakeholders that be more easily involved in defining and adding different perspectives for the topics that were presented and debated in each seminar.

The collection of the most interesting topics, object of debate, has being used as a new basis on which widen the range of research and collection of tools and good practices suitable for the project goals. Other dissemination and communication items were press releases, a project brochure, and presentations and web links to the project itself (see appendix):

Project results:

- <http://investigacion.ucam.edu/noticias/las-actividades-deportivas-facilitan-la-integracion-social-de-colectivos-excluidos>

Closing meeting:

- <http://investigacion.ucam.edu/noticias/la-ucam-acoge-el-acto-de-clausura-del-proyecto-spiis-que-demuestra-la-inclusion-social>
- <https://www.youtube.com/watch?v=cUwNz2DmAUy>

In order to assess how well the project website is reaching stakeholders and acting as a source of information, the website used standard web traffic analysis tools to track the number of visitors over the project life period. The website is continually updated throughout the course of the project, and thus will provide up-to-date source of information for stakeholders interested in open access to research data.

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## **Appendix**

## Meeting 1 (UCAM)

Kick off meeting

# SPort, Inclusion and Interculturality in Society



February  
**09-10**

UCAM Catholic  
University of  
Murcia

Reference number: 2016-3062/001-001



**Wednesday 08/02/2017 (Arrival)**

- Arrival to Airport: Participants will get private transfer from the Airport to Hotel Rincón de Pepe (<https://www.melia.com/es/hoteles/espana/murcia/tryp-murcia-rincon-de-pepe/index.html>).

**Thursday 09/02/2017**

**8:45h - Departure by taxi from hotel.**

**09:30 h. Official opening.** Greetings from the Director of the International Project Office and the Dean of the Faculty of Sport.

- 1) Presentation of UCAM. Director of the International Project Office: Pablo Cano.
- 2) Presentation of the University of Sport. Dean of the Faculty of Sport: Antonio Sánchez Pato.

**10:00 h. Presentation of the partnership:** each partner organization will present its institution (*powerpoint, video. Time: 10-15' minutes each*).

**11:00 h. Coffee break.**

**11:30 h. Team work:** Discuss about the seminars (e.g., calendar, how many, where, etc.), and the project activities. Highlights and review of the indicators of achievement. Questions and comments.

**13:00 h. Lunch at Restaurant Horizonte.**

**15:00 h. Team work:** Discuss about the questionnaire (e.g., construct, dimensions, items, etc.), the data collected from the submitted questionnaires about sport activities and integration of immigrants, and the Project Management Handbook.

**16:30 h. Coffee break.**

**17:00 h. Team work:** Discuss about the implementation of the website (e.g., Welcome, Project Overview, Project Partners, Project Activities, etc.).

**19:00 h. Departure from hotel.**

**20:00 h. Dinner at Hotel Rincón de Pepe.**

**Friday 10/02/2017**

**8:15h - Departure by taxi from hotel.**

**09:00 h. Round table:** Financial management of the project and signatures (with all projects managers).

**10:00 h. Official closing** (UCAM projects members).

**10:30 h. Presentation of UCAM** (e.g., sports facilities, UCAM Sports Center, etc).


**12:00h - Departure from UCAM:** Participants will get private transfer from UCAM to Airport.

**Contact details:**




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## Meeting 2 (ITALY)



Co-funded by the  
Erasmus+ Programme  
of the European Union



**SPIIS – SPort, Inclusion and Interculturality in Society**  
ERASMUS PLUS

**1° TRANSNATIONAL MEETING – Erice, 27th - 28th April 2017**

**27th April 2017:**

**Morning**

h. 9.00 – 9.30 a.m.: Registration of participants at Gymnasium “Paolo Pinco”

h. 10.00 a.m.: Greetings to participants and Opening from the President of AIPlurale.

h. 10.30 – 12.30 a.m.: Mini Volleyball Tournament “SPIIS” with mixed teams.

Participant Schools: IPSEOA “I e V.Florio” of Erice, I.I.S.S. L.Da Vinci – M.Torre of Trapani, I.I.S.S. “Sciascia e Bufalino” of Erice, Liceo Scientifico “Vincenzo Fardella” - Liceo Classico “Leonardo Ximenes” of Trapani

h. 12.30 a.m.: Team Prize-giving

Transfer via cableway to get to Palazzo Sales on the top of Erice town.

h.13.30 – Lunch Catering organised by IPSEOA “I e V.Florio” di Erice

**Afternoon**

h. 15.30 – 18.00:

- Schools, Third Sector, Institutions discuss on:  
“Sport as a new perspective right for citizenship, a concrete and innovative strategy for inclusion”
- Analysis, evaluation and discussion on results of the research conducted by project partners

Relators will be from:

- CSI – Italian Sport Centre
- FIPAV -Italian Volleyball Federation
- AICS – Italian Association for Culture and Sport
- UISP - Italian Union Sport for All
- Mr. Colicchia Calogero –teacher of I.I.S.S. L.Da Vinci – M.Torre of Trapani
- Mr. Guaiana Giuseppe –teacher of I.I.S.S. L.Da Vinci – M.Torre of Trapani
- Ms. Di Marzo Linda Maria – teacher of IPSEOA “I e V.Florio” of Erice

- Ms. Piazza Vita – teacher of IPSEOA “I c V.Florio” di Erice

H. 18.00: tour visit to discover the ancient Medieval town of Erice.

*Evening*

Dinner.

*28th April 2017:*

*Morning*

h. 10.00 a.m.: tour visit across the city centre to discover Trapani

## Meeting 3 (TURKEY)

# SPIIS

SPORT, INCLUSION AND INTERCULTURALITY IN SOCIETY



18-21 July 2017

Sorgun/TURKEY



Erasmus+



AIPlurale



"Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein"

## Meeting 4 (UCAM)



**Title of the project:** SPort, Inclusion and Interculturality in Society.  
**Reference number:** 2016-3062/001-001.



**Applicant organization:** UCAM Catholic University of Murcia.

**Partners:**

AlPlurale association (Italy).  
 Sorged association (Turkey).

**Closing conference agenda:**

**Monday 25/09/2017**

09:00h - Departure from UCAM Murcia.

09:30h - Official opening. Greetings from the Director of the International Project Office and the Dean of the Faculty of Sport:

- 1) Director of the International Project Office: Pablo Cano.
- 2) Dean of the Faculty of Sport: Antonio Sánchez Pato.

10:00h - Team work / Round table:

- Presentation of the partnership: each partner organization will present main findings and conclusions (powerpoint, video. Time: 10-15' minutes each).
  - 10:00h-10:15h - AlPlurale association.
  - 10:15h-10:30h - Sorged association.
  - 10:30h-11:00h - Questions and comments.

11:00h - Coffee break.

12:00h - Tour: UCAM Murcia (e.g., sports facilities)

14:00h - Lunch at Restaurant Horizonte.

17:00h - Update of the financial management of the project: David Heiser.

18:00h - Team work / Round table:

- Review project implementation, disseminate the project results and to review the possibility of further exploitation of results (paper, journal, etc).
- Future directions (e.g., other projects, other activities, future project partners...).

19:00h - Departure from hotel.

**Tuesday 26/09/2017**

09:00h - Departure from UCAM Cartagena.

09:30h - Tour: UCAM Cartagena (e.g., sports facilities, city, etc).

13:00h - Departure from Murcia.

14:00h - Lunch at Restaurant Horizonte.

16:00 - Departure from hotel.

Free Tour

**Contact details:**

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